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ABSTRACT

This third semester teaching guide for a United States history course for grades 9 and 10 begins with a continuation of the issue of social change and stability covered in the second semester, SO 001 272. The inquiry extends into the social movements of the twentieth century, beginning with the Progressive Movement. The overall objectives of the course are described in the guides for both the first and second semesters, SO 001 271 and SO 001 272. Specific questions or topics are included for class discussion, guest speakers, student reporting, role playing, demonstration, creative dramatics, creative writing, display making, and music appreciation. The content of these 31 lessons, learning activities, texts, and other resources are outlined in detail. (SBE)

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UNITED STATES

HISTORY

SP 001 273

part 3
grade 10

OKLAHOMA CITY PUBLIC SCHOOLS. . . .1970

ED054988

Part III

AN INQUIRY INTO UNITED STATES HISTORY

In the second and third semesters of United States history, students inquire into issues and problems facing Americans today; they inquire into the ways history explains or influences the present.

What is INQUIRY? It is research and careful consideration of alternatives when analyzing an issue or seeking the solution to a problem. In each lesson students will:

1. Explain the problem identified in the lesson.
2. Systematically gather pertinent information concerning the problem.
3. Form accurate generalizations from facts.
4. Distinquish between assumptions and facts.
5. Participate in discussions thoughtfully and courteously.
6. Draw conclusions supported by facts and reason.
7. Suggest possible and reasonable solutions.
8. Predict consequences of the proposed solution.

In Part II you have been studying problems and issues relating to the diplomatic history of the United States and social changes in the United States before 1900. Part III begins with a continuation of the issue of Social Change and Stability. Your inquiry will now extend into the social movements of the twentieth century, beginning with the Progressive Movement, Lesson 34.

TIME ALLOTMENT	ISSUE OR PURPOSE OF INQUIRY	HISTORY LESSONS
13 lessons in a total of 31 lessons	ISSUE: SOCIAL STABILITY AND CHANGE (continued) FOCUS: A. What conditions have caused reform movements to arise? B. What tactics and methods have been used? C. Are the improvements brought about by reform movements worth the cost in social disruption? D. What have been the effects and results of reform movements?	Passing Progressive Laws Controversy and Conservation: Public vs. Private interest Petticoats and Prohibition: Women's Suffrage and the Volstead Act The Noble Experiment of Prohibition Crusades of the 1920's Hopeless and Homeless: A Catalyst for Change Legislation for Security: Harvest of the Depression The Struggle for Equal Rights Nonviolent Protest Triumphs and Frustrations of the 1960's The War Against Poverty The Fight to Save the Environment New Horizons

Lesson 34

PASSING PROGRESSIVE LAWS

I. Progressive causes
   A. More humane society
   B. Honest government
   C. Consumer protection
   D. Regulation of "big business"
   E. More democratic government

II. Arousing the public
   A. Journalistic exposes
   B. Political action
   C. Demonstrations

III. Results

Problem

Why did the Progressive reformers have more success than the Populists?

a. How was the Progressive movement like the Populist movement?

b. How was the Progressive movement different from the Populist movement?

Activities for Subproblem a: How was the Progressive movement like the Populist movement?

Guest speaker:

1. A representative from the state agricultural office to discuss the history of farmer cooperatives in the Populist era, the Progressive era, and today.

Student reports:

1. The problems of a third party: the Progressive party and the Populist party.
2. Ways the Progressive and Populist platforms were alike.
3. Problems with the Supreme Court: laws overturned.
4. Common hostility to monopolies and the desire to regulate "big business" by new laws.
5. Ways the Sherman Antitrust Act and the Clayton Antitrust Act were alike and different.

6. Compare Munn v. Illinois and Muller v. Oregon.
7. Mugwumps and "Bull Moose" party: Compare and contrast.

Displays:

1. Charts or maps showing the states won by Weaver in the election of 1892 and the states won by Theodore Roosevelt in election of 1912.
2. Charts comparing the Omaha Platform of the Populists with the Progressive Party's platform.
3. Cartoons or sketches showing conditions which concerned both the Populists and the Progressives such as railroad abuses, inflexible currency, making democracy more responsive to the people, etc.

Dramatization and demonstration:

1. Give a political speech which might have been appropriate for James Weaver and compare this to one which might have been appropriate for Theodore Roosevelt.
2. Tableaux on the conditions in American society which aroused the concern of both Populists and Progressives.
3. Skit on the nullification of Populist and Progressive laws by the Supreme Court in this period.

Buzz groups:

1. Do you think that "third political parties" such as the Populists and the Progressives serve a good function even though they usually are unable to win national elections? Why or why not?
2. If you were in a major political party and the group of reformers with whom you disagreed bolted the party and formed a third party, would you be glad or sad? Why?
3. Do you think the efforts by Populists for certain reforms---which were unsuccessful---helped or hurt the Progressive efforts later? Why?

Conclusion

I think that the two groups---Populists and Progressives---were alike in the following ways: _____

_____

_____

_____

Activities for Subproblem b: How was the Progressive movement different from the Populist movement?

Student reports:

1. A book report on THE JUNGLE by Upton Sinclair.
2. Muckrakers: Ida Tarbell, Frank Norris, and Lincoln Steffens.
3. Charles Evans Hughes and the insurance scandal.

4. The Galveston Hurricane and City-Manager Government.
5. Measures for more humane society: Seamen's Act, Workmen's Compensation for federal employees, Adamson Act, limitations on child labor.
6. Measures for consumer protection: Pure Food and Drug Act, Federal Reserve Act, Meat Inspection Act.
7. Measures to regulate big business: Elkins Act of 1903, Hepburn Act, Mann-Elkins Act, the Clayton Act.
8. Measures for more democratic government: 17th Amendment, Initiative and Referendum, direct primaries, and laws to correct corrupt practices.
9. Louis D. Brandeis and his argument in Muller v. Oregon.
10. President Woodrow Wilson as a Progressive and as a leader.
11. President William H. Taft as a Progressive and as a leader.
12. President Theodore Roosevelt as Progressive and as a leader.
13. The conservatism of President Grover Cleveland in the Populist era.
14. The best seller entitled IN HIS STEPS by Charles M. Sheldon.

Displays:

1. Map of federal reserve districts.
2. Chart showing the city-manager form of government.
3. Picture showing conditions in meat packing plant as described by Upton Sinclair.

Creative writing:

1. If you were a modern-day muckraker, what would be your subject? Write an article.

Dramatization and demonstration:

1. Role-play a meeting of a ladies group in which the speaker is a concerned housewife promoting consumer protection laws to the group.
2. Role-play a demonstration march with placards in front of city hall in which reformers call for "throwing the rascals out" and a new slate of politicians and office holders.
3. Role-play a scene in which a group of middle-class people discuss the latest expose on child labor, etc., just out in a popular magazine, McCLURES.
4. Role-play a speech or argument made by Louis Brandeis before the Supreme Court in Muller v. Oregon.
5. Role-play a conversation between a Progressive leader and a politician in which he offers support for the Congressmen in up-coming elections if he agrees to vote for Progressive laws but warns him of problems for politicians who do not.

Buzz groups:

1. The leadership in the Progressive Movement was different from that of the Populists, in that it was not drawn so much from victims of existing conditions as from men who were in comfort but who sympathized with the sufferings of others. Do you think this was a help or a hindrance to the Progressives? Why?

2. Why do you think the reform movements were not lead by the exploited laborers and children?
3. Progressive leaders and supporters were mainly from the cities, rather than from the rural areas. Do you think this helped or hurt the movement? Why?
4. William Allen White, a journalist of the time, said that the Progressives "caught the Populists in swimming and stole all their clothes except the frayed undergarments of free silver." What do you think he meant?

Conclusion

The Progressives were different from the Populists in the following ways:

_____

_____

_____

Overall Judgement

I think that the Progressive reformers had more success than the Populists because _____

_____

_____

_____

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Texts:

1. Bragdon-McCutchen, History of a Free People, pp. 147-51, 514-15, 527-35, 538-39, 581
2. Current, DeConde, Dante, United States History, pp. 486-507
3. Shafer, Augspurger, McLemore, United States History, pp. 431-36, 439, 443, 445-46, 541, 553
4. Todd-Curti, Rise of the American Nation, pp. 520-39, 543, 623, 747
5. Wade, Wilder, Wade, A History of the United States, pp. 547-56, 558-67, 569-81

Discovery Exercise

Lesson 34

THE POPULISTS AND THE PROGRESSIVES
WERE THEIR CAUSES BASICALLY ALIKE OR DIFFERENT?

A. "Wall Street owns the country. It is no longer a government of the people, by the people, and for the people, but a government of Wall Street, by Wall Street and for Wall Street. The great common people of this country are slaves, and monopoly is the master. The West and South are bound and prostrate before the manufacturing East. Money rules, and our Vice President is a London banker. Our laws are the output of a system which clothes rascals in robes and honesty in rags. The parties lie to us and the political leaders mislead us. . . .The common people are robbed to enrich their masters. . . .There are thirty men in the United States whose aggregate wealth is over one and one-half billion dollars. There are a half a million looking for work. . . .We want money, land, and transportation. We want the abolition of the National Banks, and we want the power to make loans direct from the government. We want the accursed foreclosure system wiped out. . . .We will stand by our homes and stay by our firesides by force if necessary, and we will not pay our debts to the loan-shark companies until the government pays its debts to us. The people are at bay, let the bloodhounds of money who have dogged us thus far beware."

Mrs. Mary Lease, Populist

1. What does this speaker claim has happened to democratic government?
2. Who or what is seen as controlling the direction and actions of the government and the nation?
3. What does the speaker recommend as a remedy?

B. "We are face to face with new conceptions of the relations of property to human welfare. . . .The man who wrongly holds that every human right is secondary to his profit must now give way to the advocate of human welfare, who rightly maintains that every man holds his property subject to the general right of the community to regulate its use to whatever degree the public welfare may require it."

Theodore Roosevelt, Progressive

1. What kind of change is Roosevelt demanding? Do you agree or disagree with him? Do you think the Populists would have agreed or disagreed with him?

C. "Great moneyed interests are becoming more and more necessary to the support of political parties, and political parties are every year contracting greater debts to the men who can furnish the money to perform the necessary functions of party warfare. . . .We must prevent. . .the great aggregations of wealth from using their corporate funds, directly or indirectly, to send members of the legislature to these halls in order to vote for their protection and the advancement of their interests as against those of the public."

Elihu Root, Progressive

1. What was the danger which disturbed Elihu Root? Do you think this was a concern of the Populist? Is this a concern of yours?
2. What is "political warfare"? Does it take money today as then?

D. ". . . .Corruption dominates the ballot box, the legislatures, the Congress, and touches even the ermine of the bench. (Supreme Court). . . .The newspapers are largely subsidized or muzzled, public opinion silenced, business prostrated, homes covered with mortgages, labor impoverished and the land concentrating in the hands of the capitalists. The urban workmen are denied the right to organize for self-protection. . . .The fruits of the toil of millions are boldly stolen to build up colossal (huge) fortunes for a few. . . .

"Finance--We demand a national currency, safe, sound, and flexible, . . .

1. We demand free and unlimited coinage of silver and gold at the present legal ratio of 16 to 1.

2. We demand that the amount of circulating medium be speedily increased to not less than $50 per capita.

3. We demand a graduated income tax. (One which takes more from the rich than the poor). . . .

"Transportation---Transportation being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people. The telegraph, telephone, like the post-office system, being a necessity for the transmission of news, should be owned and operated by the government in the interest of the people.

"Land---the land, including all the natural sources of wealth, is the heritage of the people, and should not be monopolized for speculative purposes, and alien ownership of land should be prohibited. All land now held by railroads and other corporations in excess of their actual needs, and all lands now owned by aliens should be reclaimed by the government and held for actual settlers only."

The Populist Platform of 1892

1. Why did the Populists want to make money more plentiful but worth less? Who would be favored by that situation: the debtor--the one who owes money or the creditor--the one who collects his loans? Which were the Populists?
2. How do you think Populists felt about land companies which would buy up vast amounts of land and sell it at high prices? What are your clues?
3. How do you think the Populists wanted to solve the problem of very high railroad rates charged to get farm produce to market? What are your clues?
4. How did the Populists feel about the laborer in the big city? What are your clues?

E. "Nowhere else in the world have noble men and women shown more sympathy and helpfulness in their efforts to rectify (right) wrong, ease suffering, and give the weak strength and hope. We have built up a great system of government, which has become a model for those who seek to set liberty upon foundations that will endure. Our life contains every great thing, and contains in it rich abundance. But evil has come with the good, and much fine gold has been corroded. With riches has come inexcusable waste. . . . We have been proud of our industrial achievements, but we have not stopped thoughtfully enough to count the human cost, the cost of lives snuffed out, of energies overtaxed and broken, the fearful physical and spiritual cost to men, women, and children upon whom the burden has fallen. The groans and agony of it all has not yet reached our ears. The great government we loved has too often been used for private and selfish purposes, and those who used it had forgotten the people.

"At last we have a vision of our life as a whole. We see the bad with the good. With this vision we approach new problems. Our duty is to cleanse, to reconsider, to restore, to correct evil without harming the good, to purify and humanize every part of our life without weakening or sentimentalizing it. . . .

"We have itemized the things that ought to be altered and here are some of the chief items: A tariff which cuts us off from our proper part in the commerce of the world, violates just principles of taxation, and makes the government an instrument in the hands of private interests; a banking and currency system based upon outmoded financial principles. . .; an industrial system which holds capital in check, restricts the liberties and limits the opportunities of labor, and exploits the natural resources of the country; a body of agricultural activities less efficient. . .handicapped because science has not served the farmer directly enough, and crippled because the system of credit does not serve it well;. . ."

Woodrow Wilson, Progressive

1. What does Wilson see as the goal of the Progressive reformers?
2. What are the problems Wilson lists which he says need correction?
3. Which problems are the same and which are different from Populist complaints?

Lesson 35

CONTROVERSY AND CONSERVATION: PRIVATE V. PUBLIC INTEREST

I. Present Problems of Conservation
   A. Lumber shortage
   B. Limited mineral supply
   C. Flooding and erosion
   D. Disappearing wild life

II. National Parks and Forests
   A. Teddy Roosevelt's efforts
   B. Opposition of Western congressmen

III. Tea Pot Dome Scandal
   A. Bribery and "shady deals"
   B. Senator Thomas J. Walsh and the investigation

IV. Tennessee Valley Authority
   A. Efforts of Senator George Norris
   B. Vetoes by Republican Presidents
   C. The New Deal and TVA
   D. Eisenhower and the Dixon-Yates contract

V. Tideland Oil Resources
   A. Truman's position
   B. Supreme Court's decision
   C. Eisenhower's position
   D. Regulations and oil spills

Problem

Whom should Americans hold responsible for conserving national resources for the future?

a. Is conservation a problem?

b. What have been the successes and failures in conservation?

c. What should be done?

Activities for Subproblem a: Is conservation a problem?

Guest speakers:

1. Member of the National Association of Audubon Societies.
2. A lumberman or dealer.
3. A member of Save-the-Redwood League.

Student reports:

1. Forest fires.
2. Soil and erosion.
3. Lumber scarcity and shortage.
4. Shortage of natural gas.
5. Animals in the North American Continent facing extinction.
6. Oil reserves.
7. Use of synthetics.
8. Soil losses.
9. Cost of Floods.
10. The vanishing Redwood.
11. Oil spills in the Gulf of Mexico.
12. Oil spills off the California coast.

Displays:

1. Pictures or illustrations of wild life in North America facing extinction.
2. Maps showing the gradual shrinking of American forests over the 19th and 20th centuries.
3. Soil samples.
4. Soil and earth layers: chart or simulated layers.
5. Map of natural gas areas.
6. Article or pictures of oil spills.
7. Newspaper headlines of flooding.

Creative writing:

1. Life without wood or "Wood: $50.00 a foot"
2. The oil spill that could not be stopped.

Dramatization and demonstration:

1. Man wanting to build a home discusses prices of lumber with a lumber dealer and is amazed to learn of the price.

2. Meeting of the "Save the Redwoods" society.
3. City Council meeting of Santa Barbara discussing the effect of the oil spill on business, beauty, and wild life.

Buzz groups:

1. What do you consider the most valuable natural resource and why?
2. Do you think there is a conservation problem?
3. Why do you think Europe is more mindful of conservation than the United States?
4. Do you think every generation has a conservation duty to future generations or should future generations look out for themselves?

Conclusion

I think that conservation (is - is not) a problem because: _____

_____

_____

_____

Activities for Subproblem b: What have been the successes and failures in conservation?

Guest speakers:

1. Member of the Forestry service.
2. Representative of the State Soil Conservation service.
3. Representative of agents connected with state or national parks.

Student reports:

1. Smokie the Bear and forest fires.
2. Save-the-Redwood League: its gains and failures.
3. The Roosevelt Dam (1911)
4. The Soil Erosion Service established in 1935 (Department of Interior)
5. Teddy Roosevelt's veto of a bill to permit private exploitation of Muscle Shoals (later TVA).
6. Supreme Court ruling on the Tidewater oil lands and national claims.
7. Gifford Pinchot and his accomplishments.
8. Inland Waterways Commission.
9. Bureau of Forestry (Department of Agriculture).
10. Exploitation of land by early settlers and pioneers.
11. Civilian Conservation Corps (1935).
12. George Washington Carver and his research concerning soil enrichment
13. Migratory Bird Treaty 1918.
14. Senator George Norris and the battle for TVA.
15. TVA: an appraisal
16. Scars of strip mining in Appalachia.
17. Harry Caudill, Night Comes to the Cumberlands

18. The Dust Bowl
19. The defeat for Conservation at Hetch Hetchy (out of San Francisco)
20. The National Park System today.
21. Teddy Roosevelt and the National Park System.
22. The success of reforestation by private industry.
23. Nixon's executive order permitting the cutting of timber in greater amounts from national forests.

Displays:

1. Map showing all the national parks.
2. Map showing the national forests.
3. Map showing soil erosion.
4. Maps showing the gradual depletion of our forests from 1800's to now.
5. Literature from the Bureau of Forestry and the Soil Conservation Service.
6. Illustrations of the effects of strip mining.
7. Pictures of conservation problems.
8. Articles concerning oil spills.
9. Smokie the Bear poster.

Dramatization and demonstration:

1. Stage an interview between a forestry service recruitor and an applicant in which applicant learns of duties.
2. Soil conservation agent talking with farmer about how he can protect his soil.
3. As if you were a radio reporter, interview a resident of the rural area of the Tennessee Valley as to changes and improvements brought by TVA.
4. Scene in which Sinclair is cross-examined in the Tea Pot Dome trial.
5. Meeting of the executives of power companies discussing how to combat moves to extend TVA-like operations to other areas.

Buzz groups:

1. The lumber industry has a shortage of timberland. It has wanted a law permitting the cutting of timber from national forests. The bill was stalled in Congress by conservationists' protests. President Nixon then issued an executive order permitting the cutting of national forest timber. Do you think the President should have accepted the action of Congress or was he right to take matters in hand himself?
2. Power and utility companies had given large amounts to the political campaign of Calvin Coolidge. Do you think this might have influenced his vetoing of the TVA proposals? Why or why not?
3. How do you think the popular concept of "free enterprise" is used in debates about conservation?
4. Why do you think private efforts to plant new trees and to reforest have not been enough to keep the supply of timber from shrinking?
5. Why do you think conservation received little support in the 1920's and so much support in the 1930's?

Conclusion

I consider some of the successes and failures in conservation to be these:
Successes _____

_____

_____

Failures _____

_____

_____

Activities for Subproblem c: What should be done?

Guest speaker:

1. Representatives from the soil conservation service, the forestry service, the national or state parks, and the game commission to sit on a panel discussing "what should be done about conservation?"

Student reports:

1. Fair Deal (Truman) disappointment that the TVA model was not extended to other areas.
2. New laws regarding timber.
3. New laws concerning mineral supplies.
4. New laws regarding flooding and erosion.
5. The possibility of a special commission for national conservation.
6. Additional national parks.
7. Laws to protect disappearing wildlife? (strengthened)
8. Public campaigns in behalf of conservation.
9. Education about conservation.
10. New organizations for conservation.
11. Possible substitutes for limited minerals and timber.
12. Laws or plans to prevent oil spills.

Displays:

1. Map showing possible new sites for dams or TVA projects.
2. Samples of synthetic fur, wood, and mineral substitutes.

Dramatization and demonstration:

1. Protest against a store selling alligator handbags and shoes.
2. Senate subcommittee hearing on the future needs in conservation.
3. Organizational meeting of a new group formed for a conservation cause.

Creative writing:

1. A bill for new conservation law written by you as a new congressman.

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Buzz groups:

1. Do you think the TVA plan ought to be extended to other areas? Why or why not?
2. Do you think it is safe to trust the President and his staff to care for conservation properly, or should Congress be responsible?
3. What do you think is the biggest obstacle in promoting conservation?
4. If you could be put in charge of doing one job for conservation, what would it be?

Conclusion

My recommendation for solving or improving the conservation problem is:

_____

_____

_____

Overall Judgement

I think that Americans should place the responsibility for conserving natural resources in the hands of _____

_____

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_____

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Lesson 36

PETTICOATS AND PROHIBITION: WOMEN'S SUFFRAGE AND THE VOLSTEAD ACT

I. Social Changes
   A. Changing status of women
   B. Movement to cities
   C. Beliefs of Progressive reformers

II. The Suffrage Campaign
   A. Methods and demonstrations
   B. Supportive politicians
   C. Nineteenth Amendment

III. The Prohibition Campaign
   A. Role of the clergy
   B. Organizations and methods
   C. Carrie Nation
   D. Eighteenth Amendment

Problem

Why were these amendments passed in 1919-1920 and not years before?

a. What efforts were made for the two reforms in the 19th Century?
b. What social and political occurences promoted the passage of the amendments in the 20th Century?

Activities for Subproblem a: What efforts were made for the two reforms in the 19th Century?

Student reports:

1. National American Woman Suffrage Association (formed in 1890 by combination of National Woman Suffrage Association and American Woman Suffrage Association)
2. State Suffrage Laws (note in particular Oklahoma's experience)
3. Senator A. A. Sargent's 1878 Constitutional amendment in the U. S. Senate.
4. Antislavery and woman suffrage.

5. Woman suffrage in England and Canada.
6. Woman's place in urban society before 1900.
7. Tactics used by women to gain the vote: demonstrations and confrontations or political pressure behind the scenes?
8. Temperance organizations: Women's Christian Temperance Union (WCTU), Total Abstinence Brotherhood (TAB), National Temperance Society, Anti-Saloon League.
9. "Local Option" Laws.
10. Carrie Nation and her hatchet.
11. National Prohibition Party (1869)
12. Federal liquor laws prior to 1900: The License cases (1847), the Original Package case (1890), and the Wilson Original Package Act of 1890.
13. The Washingtonian Movement (1840's).
14. Frances Willard: Founder of WCTU (1883)
15. Wayne Wheeler: Leader of Anti-Saloon League.

Displays:

1. A Carrie Nation souvenir hatchet.
2. Poster announcing temperance meeting.
3. Campaign poster for General John Bidwell, 1892 presidential candidate of National Prohibition Party.
4. Sign carried by marcher in woman suffrage march.
5. Petition circulated by woman suffrage workers.
6. Posters promoting prohibition.

Dramatization and demonstration:

1. Meeting of the Woman's Christian Temperance Union.
2. Woman suffrage worker talks to Senator to convince him to support the cause.
3. Parade of a "Cold Water Army." (Organized in 1839 by Rev. Thomas Hunt, contained many children. Marchers wore satin badges and carried banners on which appeared pictures of fountains and processions of people wending their way through leafy groves).
4. A prohibition skit to dramatize need for prohibition.
5. Demonstration before a saloon by Anti-Saloon League (usually sang hymns, gave speeches, and waited for patrons to exit).

Buzz groups:

1. Why do you think the western states were the first to grant women suffrage?
2. Were women's rights and the antislavery struggle related? Did the woman suffrage movement grow out of the abolition movement?
3. What problems do you think state prohibition laws had? Why did prohibitionists want federal legislation?
4. What reasons could men have for refusing to give women the vote? Were any reasons justified in the late 1800's?
5. Why do you think women were denied the vote in the first place?

Conclusion

The efforts that were made for the two reforms in the 19th Century were:

_____

_____

_____

Activities for Subproblem b: What social and political occurences promoted the passage of the amendments in the 20th Century?

Student reports:

1. Webb-Kenyon Act (1913)
2. Effect of World War I on prohibition movement (include the War Prohibition Act of November 1918).
3. Congressional Lobby for Prohibition.
4. Woman suffrage in other countries (Canada, England)
5. Urban-Rural differences on woman suffrage.
6. Urban-Rural differences on prohibition.
7. The effect of World War I on the woman suffrage movement.
8. Carrie Chapman Catt.
9. American Constitutional League (formerly the Men's Anti-Suffrage Association).

Displays:

1. "Directions for Lobbyists" (See Appendix 7 to Victory: How Women Won It).
2. Newspaper headline and article announcing passage of the 19th Amendment.
3. Newspaper headline and article announcing passage of the 18th Amendment.
4. A political advertisement for a prohibition political candidate.

Dramatization and demonstration:

1. Soap-box orator on a street corner denouncing the evils of drink while crowd gathers around him to listen--a few heckle.
2. Radio account of the ratification vote on the 19th Amendment in the Tennessee House of Representatives (see Chapter 11, Victory: How Women Won It)
3. Lobbyist for prohibition talks to congressman.

Buzz groups:

1. Have the states reacted the same to the 15th Amendment (Negro suffrage) and the 19th Amendment (woman suffrage)? If not, why not? Discuss.
2. How do you think World War I affected attitudes toward prohibition? Consider war rationing (food) and need for manpower.

3. How do you think World War I affected the feelings of Americans toward brewers (beer manufacturers)? Explain.
4. In your opinion, why did prohibition attract so much attention as a political issue?
5. Were there alternatives to total prohibition? What do you think of them?
6. Would a politician running for Congress from New York in 1916 have supported prohibition? One running for Congress from Georgia? Discuss.

Conclusion

The social and political occurences which promoted the passage of the amendments in 20th Century were: _____

_____

_____

_____

Overall Judgement

I think amendments were passed in 1919-1920 and not passed years before because _____

_____

_____

_____

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Discovery Exercise

Lesson 36

HOW DID LOBBYISTS FOR WOMEN'S RIGHTS OPERATE?

DIRECTIONS FOR STATE WORK IN SUPPORT OF THE 19TH AMENDMENT

1. "Complete the appointment of county chairman (or whatever is the unit of congressional organization in your state) in territory unorganized; appointment to be made by congressional district chairman, and ratified by the board of officers. Each congressional district chairman will then have a committee including the chairman for counties in her district. She should add a few other women of influential standing. These should be well informed on the suffrage question and particularly on the need of a Federal Amendment. They should read all of our Federal Amendment literature as outlined on the enclosed yellow slip.

2. "Be sure to push organization work in weak districts and where the senator or representative is undecided. This work may decide the whole question.

3. "In October write the newspapers in your state and ask editorials favorable to the immediate submission of the amendment. Furnish the facts of suffrage in other lands. Better still send deputations of women and men of influence in the community to see the editors. They are busy men and do not know all that we know of the recent happenings in the big world. Give each editor our booklet "Perhaps." Ask each editor to run the petition head with space for signatures as a coupon and to print a brief request for those interested to sign and return to the newspaper, from which the county chairman will collect them.

4. "Get as many clubs, groups, meetings, church societies, etc., as possible to pass a resolution calling on Congress to submit the Federal Amendment as a war measure and to send copies to their representative and two senators. Keep careful record of the number passed and collect them. . . ."

1. What does the publication of such directions indicate about the number of lobbyists?
2. Which one of the above directions do you think would be the most effective in influencing people? Why?
3. Do you think temperance organizers and lobbyists probably had similar directions? Would these be good for any organization seeking a reform?
4. Is there any clue that there is a pamphlet published by the organization?

DIRECTIONS FOR LOBBYISTS

I. "Preparation:

1. Read our records of each member before calling on him. Also read biographical sketch in Congressional Directory. Records must not be taken from office.
2. Provide yourself with a small directory. Your own representative is the best source of supply.

II. "Interviewing:

1. If the member appears busy ask whether he would prefer to see you at some other time.
2. Be courteous no matter what provocation you may seem to have to be otherwise.
3. If possible learn the secretary's name and have a little talk with him or her. The secretary if inclined to be interested should be invited to headquarters.
4. If the member is known to be in favor, show that you realize that fact and ask him for advice and help with the rest of the delegation. This point is very important.
5. Be sure to keep his party constantly in mind while talking to him.
6. Be a good listener. Don't interrupt.
7. Try to avoid prolonged or controversial argument. It is likely to confirm men in their own opinion.
8. Do not stay so long that the member has to give the signal for departure.
9. Take every possible means to prevent a member from committing himself definitely against the Federal Amendment. This is most important.
10. Leave the way open for another interview if you have failed to convince him.
11. If the member is inclined to be favorable, invite him and his family to headquarters.
12. Remember to hold each interview confidential. Never quote what one member has said to you to another member. It is not safe to talk of your lobby experiences before outsiders. We can never know by what route our stories may get back to the member and injure our cause with him. We cannot be too cautious in this matter."

1. Do you agree with all the instructions? Why or why not?
2. How do you think this list was made? What do you think preceded the making of such directions?

Lesson 37

THE NOBLE EXPERIMENT OF PROHIBITION

I. The Volstead Act
   A. Purpose
   B. Provisions

II. Enforcement Problems
   A. Legal loopholes
   B. Ease of manufacture
   C. Low budgets for enforcement
   D. Graft and corruption of officials
   E. Urban-rural conflict of values

III. Effects
   A. Racketeering and organized crime
   B. Reduction of alcoholic consumption
   C. Less respect for "law"

Problem

The Prohibition experiment: was it the failure of men or the failure of a principle? Could it have worked if men had tried harder?

a. What were the problems of enforcement?

b. Were there alternatives to repeal?

Activities for Subproblem a: What were the problems of enforcement?

Student reports:

1. Al Capone and organized crime.
2. The Mafia.
3. "Moon shine" and "bathtub gin"
4. The redistillation process of industrial alcohol.
5. "Blue-Monday absenteeism"; Hang-over recovery day.
6. Speak-easies.
7. Funding and manpower problems of enforcement.
8. Wickersham Report on prohibition.

9. Druggist prescriptions for alcohol.
10. "Rum Row"; just outside the 3-mile limit at sea.
11. Smuggling and the Coast Guard.
12. Bootlegging.
13. The automobile and law evasion.
14. "Near beer" and prohibition drinks (secretly over the legal limit)
15. Attitudes of World War I veterans from France on liquor.

Displays:

1. Illustrations of a speak-easy.
2. Cartoons of "rum row," the speak-easy door, and the bootlegger.
3. Drawing showing how a distillery works.

Dramatization and demonstration:

1. Dramatize a visit by a bootlegger in pantomime.
2. Dramatize the "coming and going" outside a speak-easy.
3. Dramatize a raid on a speak-easy.

Buzz groups:

1. Why do you think loopholes existed in the law? Were they intentional or accidental and could they be closed?
2. Why do you think Congress did not appropriate enough money to enforce prohibition?
3. Do you think there is an attraction to things which are illegal or outlawed? Did this affect drinking?
4. Do you think that prohibition created any type of "generation gap" between the young and old of the 1920's?
5. Which group do you think supported prohibition the most and why? Rural and small town people or city people?
6. Do you think it was as easy to raid the drinking places of the wealthy as the bars of the laborers? Why or why not?

Conclusion

The problems of enforcement were _____

_____

_____

_____

Activities for Subproblem b: Were there alternatives to repeal?

Guest speaker:

1. Representative of Woman's Christian Temperance Union (WCTU) or the Temperance League of America to speak on "would prohibition work?"

Student reports:

1. Authorities on increasing penalties to prevent crime.
2. Herbert Hoover: prohibition praised in the election of 1928.
3. Al Smith: call for repeal of prohibition in the election of 1928.
4. Information furnished by WCTU today (headquarters in Evanston, Ill.)
5. W. G. McAdoo and the opposition to Al Smith's antiprohibition stance within the Democratic party.
6. Passing of the 21st Amendment.
7. President Wilson's veto message of the Volstead Act.
8. Report on the prohibition experience of other countries (Sweden, 1909; Iceland, 1908; Finland, 1919; Greenland, 1918).
9. American Brewer's Association.
10. Rationing of liquor (Sweden).

Displays:

1. Newspaper headline and article announcing passage of the 21st Amendment.
2. Sign announcing reopening of a tavern.

Creative writing:

1. Write a bill to enforce prohibition as though you were a "dry" congressman. This bill is aimed at greater enforcement of prohibition.

Dramatization and demonstration:

1. Dramatize a speech before the WCTU (as in discovery exercise).
2. Select two groups of ten each to represent the wets and drys who will present arguments for the repeal and for strengthening prohibition.

Buzz groups:

1. What types of industries were hurt by prohibition in your opinion?
2. What types of industries do you think were aided by prohibition?
3. Why do you think public support for prohibition in 1919 changed to opposition by 1932?
4. Why did organized crime increase during prohibition?
5. Did the general public tend to condone violations of prohibition?

Conclusion

The alternatives to repeal were _____

_____

_____

_____

U. S. HISTORY III

Overall Judgement

The prohibition experiment failed because _____

_____

_____

_____

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Discovery Exercise

Lesson 37

WAS PROHIBITION REPEALED BECAUSE PEOPLE WERE
UNWILLING TO ENFORCE THE LAW OR UNABLE TO ENFORCE SUCH A LAW?

A. "In my judgement, the amazing thing about the progress of this first seven years of the operation of the Eighteenth Amendment is not that it is difficult to enforce, and has not been perfectly enforced----as it or no other law ever will be---but that it has been as successfully enforced and as generally observed as it has been. Even a generation is not too long to wait for final judgement concerning a great forward crusade for humanity. . . .

"We must remember that prohibition is the greatest effort for human advancement and betterment ever attempted in history,. . .the most gratifying and enheartening feature of the situation is that so large a majority of our people respect the Constitution and observe this law, and this in spite of the fact that there is a very considerable number of citizens of influence and position who, by nonobservance, are embarrassing the government in the promotion of its great task.

"But what has the experience of these seven years taught us? . . .

"Our campaign for the immediate future must be based upon the acknowledgment of but one statement of the whole issue, namely--Is the nation able to enforce its own laws---its own charter--in the face of an unsympathetic and actively hostile minority? . . .

"We must remember that the drink question itself looks different to various groups of persons; to the alien who has been accustomed to beverage liquor in the land of his birth, or to the habitual drinker who likes his drink and who has grown more or less opposed to restraint of any kind hampering his indulgence, the drink question, per se, seems quite different than it does to the Woman's Christian Temperance Union member, the Salvation Army officer, the missionary worker, the army of church people, the charity organizations, and all who have to deal with the effect of drink in its last stages. . . .

"Let us briefly classify the problems and needs immediately ahead of us as I see them:

"1. Need of additional legislation, national and state. Unfavorable court decisions, inadequate penalties, twilight zone, indefinite administrative powers, etc., have taught us the imperative need for legislation that is clear-cut in its purpose, broad and powerful in its scope, and unqualified in its intent to do the thing which the framers of the act and the amendment and the people evidently desire. . . .

"2. The second need, which comes in my judgement in that order, is in the need of a widespread educational program: (a) among the present voters, showing the real progress that is being made and the real benefits achieved, disproving the wet propaganda; (b) and another type of education among the young people of the country, who will soon become first voters and who have not seen the evils of the old saloon days.

"The Woman's Christian Temperance Union groups, with its wonderful history in this particular character of work, which was basic to all of the achievements of the past half century, culminating in the Eighteenth Amendment, is the natural leader in such a second crusade as I am now referring to---preachment by word of mouth, by literature in the homes, the public schools, and Sunday schools, on the platform, and in the pulpit.

"The teaching in the public schools of scientific temperance once more must be aggressively taken up to meet the future attacks of the enemy, which is more determined and aggressive than ever, and which is looking toward the day when the new voters, untrained and unfamiliar with the facts which brought about the destruction of the beverage liquor business, may be appealed to through their highly prejudicial propaganda for a return to the old order of things. . . .

"In dealing with these educational needs, it must be distinctly realized that special attention must be given to the following classes which are unmistakably asking for a return to preprohibition conditions:

(a) Those who used liquor before the constitutional amendment went into effect. Who miss it, and who will go to almost any extreme to have it.

(b) Those few but powerful interests whose finances have been adversely affected by prohibition.

(c) The alien group which has not yet been properly Americanized in this as well as many other American fundamentals.

(d) The reputable, influential business and society man and woman at the very apex of society who have not yet come to learn the real danger of their nonobservance of this law.

(e) The young people who have never seen the dreadful evils of the drink habit, and from a lack of experience and observation do not realize its dangers.

"3. The next need which I would catalog is that of a more vigorous enforcement policy all down the line--by this I mean not only by the federal agencies but by the state, county, and municipal agencies, with such pressure brought from the electoral constituency that officials sworn to do their duty will in all good conscience courageously discharge their responsibilities and that those officials shall be earnest and on fire with zeal and conviction, not alone as to the letter of the law but as to its righteousness.

"There is no occasion for panic. We are firmly holding our objectives. That much of the great fight has been won. . . .

"We are in the midst of a great historical movement. The spectacle of the people of a great nation, after a century of deliberation and reflection, by self-discipline and self-imposed denial, freeing themselves from the

tyranny of centuries of the degradation and demoralization of drink is a sight the like of which has never been witnessed in the history of civilization. Truly the fight has been worthwhile and the objectives won surpass even our fondest expectations. Let us continue to dig in, hold steady, be not panic stricken, and go forward to new victories with the host of reserves which are rapidly coming to our support. That is the task ahead."

Roy A. Haynes, Federal Prohibition Commissioner, speaking before the national meeting of the Woman's Christian Temperance Union, January 26, 1927

1. What groups and organizations have worked for prohibition and temperance in the past, according to this speaker? Why?
2. How did these groups win support for prohibition?
3. What groups are opposed to prohibition, according to this speaker? Why were they opposed?
4. What were the three areas in which temperance advocates must concentrate their efforts in the future? Why?
5. How did the speaker believe the law could be strengthened?
6. Why was this speaker in favor of prohibition?

B. "I suppose I should set forth my investigations into the subject of Prohibition. Here is a new experience, at a club's celebration. Each man appears with an impressive portfolio. Each receives his glass of pure water; above the table the law reigns supreme. The brief cases rest under the chairs. Soon they are drawn out, the merry noise of popping corks is heard, and the guzzling begins. . . .

"In time, I learned that not everything in America was what it seemed to be. I discovered, for instance, that a spare tire could be filled with substances other than air, that one must not look too deeply into certain binoculars, and that the Teddy Bears that suddenly acquired tremendous popularity among the ladies very often had hollow metal stomachs.

"'But,' it might be asked, 'where do all these people get the liquor?' Very simple Prohibition has created a new, a universally respected, a well-beloved, and a very profitable occupation, that of the bootlegger who takes care of the importation of the forbidden liquor. Everyone knows this, even the powers of government. But this profession is beloved because it is essential, and it is respected because its pursuit is clothed with an element of danger and with sporting risk. Now and then one is caught, that must happen pro forma, and then he just does time or, if he is wealthy enough, get someone to do time for him.

"Yet it is undeniable that prohibition has in some respects been signally successful. The filthy saloons, the gin mills which formerly flourished on every corner and in which the laborer once drank off half his wages, have disappeared. Now, he can instead buy his own car and ride off for a weekend or a few days with his wife and children in the country or at the sea. But, on the other hand a great deal of poison and methyl alcohol has taken the place of the good old pure whiskey.

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"The number of crimes and misdemeanors that originated in drunkenness has declined. But, by contrast, a large part of the population has become accustomed to disregard and to violate the law without thinking. The worst is, that precisely as a consequence of the law, the taste for alcohol has spread ever more widely among the youth. The sporting attraction of the forbidden and the dangerous leads to violations. My observations have convinced me that many fewer would drink were it not illegal.

"And how, it will be asked, did this law get onto the statute books? Through the war. In America there was long a well-developed temperance movement and many individual states already had Prohibition laws. During the war it was not difficult to extend the force of those laws to the whole of the United States. Prohibition was at first introduced only for the period of the war. For the mass of the people it was very surprising when Congress in 1920 adopted the Eighteenth Amendment to the Constitution, which made it a crime to manufacture, transport, or sell intoxicating liquor. The dry states had imposed their will on the whole Union."

Felix Von Luckner, a visiting German who wrote a book entitled Prohibition in America in 1927, recouting his observations and experiences.

1. Do you think the speaker was for or against Prohibition? Why?
2. Do you think this speaker would be prejudiced for or against prohibition in making his observations? Why?
3. How did he see the law being disregarded? (By what methods and by whom?)
4. Did he see any advantages or good points about the law's effects? (explain)
5. What does he see as the worst result of the law? Do you agree or disagree?

Lesson 38

CRUSADES OF THE 1920's

I. Change Since 1900
   - A. New freedoms for women
   - B. Black migration to Northern cities
   - C. Increased immigration from central Europe
   - D. Rapid growth of cities
   - E. New inventions and greater industrialization
   - F. The experience of World War I
   - G. Progressive reforms and restrictions on business

II. Mood of the 1920's
   - A. Red scare
   - B. Glorification of business
   - C. Intolerance of cultural and racial differences
   - D. Urban-rural conflict
   - E. Apathy toward corruption and crime
   - F. "Get rich quick" spirit

III. Reactions and Reforming Efforts
   - A. Immigration quotas
   - B. The Palmer raids
   - C. Lynching and race riots
   - D. Ku Klux Klan
   - E. Evangelical efforts
   - F. Defeat of the Child Labor Amendment

Problem

Why did certain movements and events of the 1920's capture popular feeling and support?

   a. Had American society from 1900 to 1920 experienced much social change?

   b. What were the major events and movements of the 1920's?

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Activities for Subproblem a: Had American society from 1900 to 1920 experienced much social change?

Student reports:

1. The automobile and its effect on American life.
2. The radio and the movie: age of mass media.
3. The flapper girl: glamor in the 1920's.
4. Clayton Antitrust Act and restrictions on business.
5. War-time loyalty campaigns and the Creel Committee on Information.
6. Spy and fears of disloyalty: Espionage Acts.
7. The anti-German campaign in wartime.
8. Farm machinery and effect on rural populations.
9. Wartime regulation of business: War Industries Board.
10. Keating-Owen Child Labor Act (passed in 1916 and declared unconstitutional).
11. Labor saving devices for the housewife.
12. Women in wartime jobs.
13. Immigration of Italians and Southern Europeans.
14. Mass production techniques.
15. Unparalleled prosperity: an outgrowth of war.
16. The airplane.
17. The skyscraper.
18. The Harlem Renaissance.

Displays:

1. Posters from World War I which indicate anti-German feeling, suspiciousness, and fear of security.
2. Sketches of the first washing machine and other time savers for the housewife.
3. Sketches of the automobiles of the early 1900's.
4. Sketches of the styles of fashion for women from 1890 to 1920. (Hair styles, sportswear can be included as well as dresses)
5. Sketches or pictures of the lures of city life: telephones, movies, theatre, trolly, electric lights, vaudeville, etc.
6. Cartoon of muckrakers and progressive reformers.
7. Book covers of Muckrakers.
8. Sign: Make America safe for democracy! (indicating the contrast between life of black American and white American).
9. Chart showing the increased immigration from central Europe from 1880.
10. Picture or drawing of a combine.

Musical expression:

1. "In My Merry Oldsmobile," "Sidewalks of New York," "Take Me Out to the Ball Game" Ask the class to discuss how these songs reflect changes in the times.

Dramatization and demonstration:

1. Parade of protest down 5th Avenue by black veterans of World War I with banners "Let's make AMERICA safe for Democracy"
2. An Italian im igrant explains to immigration officer that he is joining a cousin who came last year---that almost his whole village is coming to AMERICA!
3. Two older people discussing the shocking lack of proper chaperoning of young couples since the automobile.
4. Black Americans discuss why they are moving North to cities out of the South.

Buzz groups:

1. Do you know of anyone or have heard anything today that indicates many rural people still feel city-life is sordid, sinful or less pure? Why or why not?
2. Do you think many older people in 1903 were filled with disbelief in hearing of the Wright Brothers' plane flight? Is this unlike the reaction to the moon landing? Why do you think many people are a bit afraid of such big advances?
3. How do you think the automobile changed life in America?
4. Why do you think laborers in eastern cities would resent the influx or arrival of southern blacks and central European immigrants?
5. How do you think people in rural America viewed the flapper girl of the 1920's?

Conclusion

In describing the social change which occurred in America between 1900 and 1920, I observe that _____

_____

_____

_____

Activities for Subproblem b: What were the major events and movements of the 1920's?

Student reports:

1. The Sacco-Vanzetti trial.
2. The Scopes "monkey" trial over evolution.
3. Billy Sunday.
4. Sinclair Lewis, Main Street: a book about small town America.
5. Sinclair Lewis, Elmer Gantry: portrait of an evangelist.
6. Warren G. Harding and call to "Return to Normalcy"
7. Public reaction to the Boston Police Strike.
8. The Company Union.
9. Organization and size of the Ku Klux Klan.

10. Beliefs and causes of the Ku Klux Klan.
11. Methods and tactics of the Ku Klux Klan.
12. Lynching in the 1920's.
13. Limitations on immigration.
14. The Palmer Raids.

Displays:

1. Banner advertising Billy Sunday.
2. Chart giving the beliefs of the Ku Klux Klan.
3. Hooded Klansmen parade down Pennsylvania Avenue.
4. A lynch rope and chart showing number of recorded lynchings.
5. Map showing the immigration quotas from various countries.
6. Book cover of Elmer Gantry or Main Street.
7. Picket sign against Sacco and Vanzetti.
8. Campaign button or advertisement of Harding and the "Return to Normalcy."

Dramatization and demonstration:

1. Parade of hooded Klansmen down Pennsylvania Avenue carrying appropriate signs.
2. Speech which might have been made by Billy Sunday.
3. Scene from the Scopes "monkey" trial.
4. Scene in which a family is arrested during their dinner by men of Mitchell Palmer to be expelled from the country.
5. Conversation between two typical citizens of the 20's about what they think should happen to Sacco and Venzetti and why.
6. Man who is trying to persuade an acquaintance to join the Ku Klux Klan--he gives his reasons and the "wrongs" the Klan will "right."
7. Family at dinner table discussing the "rightness" of Palmer in turning out the "reds"--"Love it or Leave it" in the 1920's.

Creative writing:

1. Write a newspaper article on the Scopes trial as it might have been written in a small town paper.

Buzz groups:

1. President Coolidge said "This is a business country and it wants a business government." How do you think this attitude compares with the thinking of Muckrakers in the Progressive era?
2. Do you think the Ku Klux Klan was trying to promote a change or slow down and reverse change? Why?
3. What do you think the immigration quotas were meant to do?
4. Why do you think the revivals and evangelists received much support in the 1920's?
5. Why do you think there were so many lynchings in the 1920's? Why do you think an antilynching bill was unable to get enough votes to pass Congress?

Conclusion

The major events and movements which captured popular feeling in the 1920's were _____

_____

_____

Overall Judgement

I think that the major movements and events of the 1920's such as _____

_____captured much popular feeling and support

because _____

_____

_____

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Lesson 39

HOPELESS AND HOMELESS: A CATALYST FOR CHANGE

I. The Experience of the Depression
   A. Widespread hunger
   B. Hoovervilles and vagrancy
   C. No jobs and no hope
   D. Desperation and fear

II. Popular Ideas and Leaders in the 30's
   A. Frances Townsend and Townsend clubs
   B. Huey Long and "Share the Wealth" clubs
   C. Charles N. Coughlin and National Union for Social Justice
   D. Franklin Roosevelt and the New Deal brain trust

Problem

Did the experience of the Depression affect the thinking of most Americans?

a. What was the experience of the Depression?

b. What ideas and leaders were popular during the 30's as compared to the 20's?

Activities for Subproblem a: What was the experience of the Depression?

Guest speakers:

1. Teacher or a doctor during the Depression.
2. A jobless person during the Depression.

Student reports:

1. Souplines and garbage pickers.
2. Suicides and deaths.
3. Abandoned children.
4. Mortgage foreclosures and evictions.
5. Bank failures.
6. Dust Bowl conditions.
7. Okies.
8. Bonus marchers.
9. Starvation.
10. Decline in birthrates.

11. Dance Marathons.
12. Steinbeck's Grapes of Wrath
13. Emigration (movement out of U. S.)
14. Hunger marches on city halls.
15. "Last hired, first fired," -- the fate of the black American in the Depression.
16. Physical results of a potato and bread diet: effects of malnutrition.
17. Bankruptcy and business failures.
18. Improvised shelters and over-crowding.
19. Case histories of individuals.

Displays:

1. Newspapers labeled "Hoover blankets."
2. Graphs on unemployment.
3. Illustrations of children raiding garbage cans, and other scenes of the Depression.
4. Graphs on suicides during the Depression (what appears to be the worst year?)
5. Graph on decline in birthrate.
6. Model of a Hooverville.
7. Pie chart showing 1/4 of nation unemployed compared to 1/20 in 1967.
8. Illustration showing 1/3 of the nation "ill-housed, ill-clothed, and ill-fed."

Musical expression:

1. Hit of 1933: "Brother, Can You Spare a Dime."
2. Others

Creative writing:

1. A story or a newspaper article about an occurence during the Depression.

Surveys:

1. Members of the class might interview family and friends as to conditions they experienced during the Depression (warning: experts report that sometimes there is a psychological tendency for adults to forget or gloss over the hardship and pain of the era. Why?)

Dramatization and demonstration:

1. Tableaux of the suffering of the Depression.
2. Silent, slow-moving, somber soup line.
3. An apple seller with many hungry customers with no money to buy.
4. Children outside a restaurant desperately raiding garbage cans for scraps.

Buzz groups:

1. Many movies of the thirties dealt with fantasy and an unreal world. Why do you think this was true?
2. On what groups do you think the Depression was the hardest?

3. Do you think the Depression was a good time for some groups? Why?
4. If you went out to find work everyday and were turned away at every turn, how would this affect your self-esteem and morale?
5. How would you feel if you had to see the members of your family grow so thin and malnourished that they were weak and faint?

Conclusion

I would describe the experience of the Depression -- in a few words -- like this: _____

_____

_____

Activities for Subproblem b: What ideas and leaders were popular during the 30's as compared to the 20's?

Student reports:

1. Public opinions about the men from Wall Street in the 20's and the 30's.
2. Rugged individualism: 1920's, Need for relief and welfare: 1930's.
3. President Calvin Coolidge compared to President Franklin Roosevelt.
4. The Farm Holiday Association.
5. The American Communist Party in the 1920's as compared to the 1930's.
6. Howard Scott and his "Technocracy"
7. Prestonie Martin's book, Preventing Poverty and her National Livelihood Plan.
8. Upton Sinclair's race for governor in California with his plan to end poverty (1934).
9. Charles E. Coughlin and his ideas.
10. Dr. Francis Townsend and his proposals.
11. Huey Long and "Every man a King" plan.
12. Hoover and Roosevelt: a campaign of contrasts.
13. Horatio Alger and his heroes of the 1920's: Rags to Riches
14. Andrew Mellon's solution to the depression: Secretary of Treasury in 1920's.
15. Father Divine and his chain of religious cooperatives.
16. WPA: Work Progress Administration.
17. Harry Hopkins: leader of the 1930's projects.
18. Harold Ickes and the work of welfare.
19. The Roosevelt "brain trust"
20. Sinclair Lewis's book, It Can't Happen Here
21. Franklin D. Roosevelt: his life and trials.

Displays:

1. Illustrations of covers of Hortio Alger books popular in the 1920's.
2. Pictures of a youth camp clearing underbrush for government pay.
3. Illustrations of classes in which adults are taught to read under WPA adult education classes.
4. Poster advertising a meeting of a "Share-the-Wealth" Club or a Townsend Club.

5. Democratic campaign poster.
6. Illustrations of dress fashions in the 1920's and 1930's titled "Why the Change?"

Creative writing:

1. My program for meeting the Depression.
2. The United States today if Huey Long's "Share-the-Wealth" program had been adopted. (sample in the discovery exercise)

Dramatization and demonstration:

1. A meeting of a Townsend Club.
2. A meeting of a "Share-the-Wealth Club"
3. The first inaugural speech of Franklin D. Roosevelt.
4. Conversation between wealthy banker and an unemployed man about what is needed to remedy the Depression.

Buzz groups:

1. Why do you think many wealthy people even today still hate or dislike President Franklin Roosevelt?
2. Why do you think the business man was seen as a hero in the 1920's and not in the 1930's?
3. Why do you think the Depression resulted in an expansion of the role of government in our lives?
4. Why did most voters reject "self-help" and "rugged individualism" as the answer to the Depression in the 1930's when these ideas were so popular in the 1920's?
5. Many people felt the Depression was a punishment for "sin." How would this feeling affect their thinking and living?

Conclusion

When I compare the ideas and leaders popular in the 1930's with those of the 1920's, I find the main differences are: _____

_____

_____

_____

Overall Judgement

I think that the experience of the Depression (did - did not) affect the thinking of most Americans because: _____

_____

_____

_____

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Discovery Exercise #1

Lesson 39

WHAT WAS THE EXPERIENCE OF THE DEPRESSION?

A. "The meanest housing was jammed. The evicted and the unemployed moved in with relatives. The newcomers slept in dining rooms, on living-room couches, and sometimes three or four to a bed. 'Only the other day a family of ten moved in with a family of five in a three-room apartment,' a social worker from Philadelphia told a Senate committee. 'The demand for boxes on which people can sit or stretch themselves is hardly to be believed.'"

Caroline Bird, THE INVISIBLE SCAR

B. "I want to tell you about an experience we had in Philadelphia when our private funds were exhausted and before public funds became available. . . .One woman said she borrowed 50 cents from a friend and bought stale bread for 3½ cents per loaf, and that is all they had for eleven days except for one or two meals.

"With the last food order another woman received, she bought dried vegetables and canned goods. With this she made a soup and whenever the members of the family felt hungry they just ate some of the soup. . . .

"One woman went along the docks and picked up vegetables that fell from the wagons. Sometimes the fish vendors gave her fish at the end of the day. On two different occasions this family was without food for a day and a half. . . .

"Another family did not have food for two days. Then the husband went out and gathered dandelions and the family lived on them."

From Hearings Before a Subcommittee of the Senate Committee on Manufacturing, 1932

C. "In the State of Washington I was told that the forest fires raging in that region all summer and fall were caused by unemployed timber workers and bankrupt farmers in an endeavor to earn a few honest dollars as fire fighters. The last thing I saw on the night I left Seattle was numbers of women searching for scraps of food in the refuse piles. . . .While Oregon sheep raisers fed mutton to the buzzards, I saw men picking for meat scraps in the garbage cans in the cities of New York and Chicago. . . .We have overproduction and underconsumption at the same time and in the same country."

Oscar Ameringer, editor, testifying before the House committee on labor concerning a three-month tour that covered some 20 states

1. What five adjectives would you choose to describe the experience of the Great Depression? (words that describe things) Why did you choose them?
2. How do you feel, reading the above passages? What questions come to your mind?
3. How do you think the Great Depression would have affected you if you had lived then?

Discovery Exercise #2

Lesson 39

HOW WERE THE IDEAS AND PHILOSOPHY POPULAR IN THE 1920's DIFFERENT FROM THOSE OF THE 1930's?

A. "The law that builds up the people is the law that builds up industry. . . . The government can do more to remedy the economic ills of the people by a system of rigid economy in public expenditure than can be accomplished through any other action. . . .If the Federal Government should go out of existence, the common run of people would not detect the difference in the affairs of their daily lives for a considerable length of time. . . .The business of American is business."

The philosophy of President Calvin Coolidge

1. According to Calvin Coolidge, should the services and activities of the government be expanded or more limited? Why?
2. In the view expressed, what should be the major consideration in whether or not a law is good for the people?

B. "The finest game is business. The rewards are for everybody, and all can win. There are no favorites--Providence always crowns the career of the man who is worthy. And in this game there is no "luck"--you have. . . .The speed and size of your winnings are for you alone to determine;. . . .

"Charity must be cleansed of poverty and sentimentality. You are not kind to the poor when you merely give them food, clothes, or money. You pauperize them when they most need energizing, organizing, and reorganizing.

"A leading official of Sears, Roebuck and Company hates 'welfare work.' He says the company won't do any. Why? Because (1) the company refuses to pose as a philanthropist, socialist, or fairy godfather; (2) a self-respecting employee hates being 'welfared' by his employer; (3) charity and business don't go together; (4) the majority of welfare workers are officious,crude, paternalistic, and unscientific, out of place in business; and (5) employers need welfare work, perhaps of a different kind, as much as employees, and a one-sided program of such voluntary philanthropy is unwise and unfair. . . .

"Industry will finally be the savior of the community. We hear much about a decadence of morality and increase of crime. Now the person who gets into mischief and goes astray was doing nothing, or the wrong thing, or the right thing badly. . . .Happiness for a human being lies in his work, or nowhere. And the way to make people good is to make them know they are good for something."

Edward E. Purinton, popular lecturer, printed in the Independent, April 16, 1921

1. According to this commentator, the "winners" in the game of business will always be what kind of person? Do you agree or disagree? With this view, how would the commentator view the poor?
2. He states that in the game of business there are no favorites. Do you agree or disagree?
3. What was the attitude common in the twenties toward charity and helping the unfortunate? Do we have this today?
4. What is to be the savior of the community?

C. "I do not believe in routine charity. I think it is a shameful thing that any man should have to stoop to take it, or give it. I do not include human helpfulness under the name of charity. My quarrel with charity is that it is neither helpful nor human. The charity of our cities is the most barbarous thing in our system, with the possible exception of our prisons. What we call charity is a modern substitute for being personally kind, personally concerned, and personally involved in the work of helping others in difficulty. . . .

"But there is still another way, a. . .so much better than the very best charitable endeavor that it simply forbids us to be satisfied with anything less. That is the way of Self-Help."

Henry Ford, Respected leader in the 1920's, reacting to programs in 1932

1. How did Henry Ford view charity?
2. What did he see as the answer to poverty?
3. Do you think his view would be popular in the 1930's? Why or why not?

D. "Because the Child Labor Amendment in reality is not legislation in the interest of children but legislation which would mean the destruction of manhood and womanhood through the destruction of the boys and girls of the country, the MANUFACTURERS RECORD has been giving much attention to the discussion of the subject, and will continue to do so. . . .

"This proposed amendment is fathered by Socialists, Communists, and Bolshevists. They are the active workers in its favor. They look forward to its adoption as giving them the power to nationalize the children of the land and bring about in this country the exact conditions which prevail in Russia. These people are the active workers back of this undertaking, but many patriotic men and women, without at all realizing the seriousness of this proposition, thinking only of it as an effort to lessen child labor in factories are giving countenance (approval) to it.

"If adopted, this amendment would be the greatest thing ever done in America in behalf of the activities of hell. It would make millions of young people under eighteen years of age idlers in brain and body, and thus make them the devil's best workshop. It would destroy the initiative and self-reliance and manhood and womanhood of all the coming generations."

Quoted from the MANUFACTURERS RECORD, September 4, 1924

1. What reason did the Manufacturers give for opposing the limitation of child labor? Do you think there might have been other unspoken motives for opposing the amendment?
2. Why do you think writer accused the workers for the child labor amendment of being Socialists, Communists, and Bolshevists?
3. What does the writer think will be destroyed by the Child Labor Amendment? Would this fear of regulation be popular in the 1930's? Why or why not?

E. "A Chicken in Every Pot, a Car in Every Garage."

Republican National Committee
Advertisement, 1928

1. Do you think this would be a good campaign slogan? Why or why not?
2. How do you think this promise was to be fulfilled, given the philosophy of the time?

F. "So therefore I call upon the men and women of America to immediately join in our work and movement to share our wealth.

"There are thousands of share-our-wealth societies organized in the United States now. We want 100,000 such societies formed for every nook and corner of this country---societies that will meet, talk, and work, all for the purpose that the great wealth and abundance of this great land that belongs to us may be shared and enjoyed by all of us. . . .

"So in this land of God's abundance we propose laws, viz.:

"1. The fortunes of the multimillionaires and billionaires shall be reduced so that no one person shall own more than a few million dollars to the person. We would do this by a capital levy tax. On the first million that a man was worth, we would not impose any tax. . . .But on the second million a man owns, we would tax that one percent, so that every year the man owned the second million dollars he would be taxed $10,000. On the third million we impose a tax of two percent. On the fourth million we would impose a tax of four percent. On the fifth million we would impose a tax of eight percent. . . .On the eighth million we would impose a tax of sixty-four percent; and on all over the eighth million we would impose a tax of one hundred percent. . . .$3 to $4 million is enough for any one person and his children and his children's children. We cannot allow one to have more than that because it would not leave enough for the balance to have something.

"2. We propose to limit the amount any one man can earn in one year or inherit to $1 million to the person.

"3. Now, by limiting the size of the fortunes and incomes of the big men, we will throw into the government treasury the money and property from which we will care for the millions of people who have nothing; and with this money we will provide a home and the comforts of home, with such common conveniences as radio and automobile, for every family in America, free of debt.

"4. We guarantee food and clothing and employment for everyone who should work by shortening the hours of labor to thirty hours per week, maybe less, and to eleven months per year, maybe less. . . .

"5. We would provide education at the expense of the states and the United States for every child, not only through grammar school and high school but through to a college and vocational education. . . .Yes, we would have to build thousands of more colleges and employ 100,000 more teachers; but we have materials, men, and women who are ready and available for the work. Why have the right to a college education depend upon whether the father or mother is so well-to-do as to send a boy or girl to college? We would give every child the right to education and a living at birth.

"6. We would give a pension to all persons above sixty years of age in an amount sufficient to support them in comfortable circumstances, excepting those who earn $1000 per year or who are worth $10,000.

"7. Until we could straighten things out---... .we would grant a moratorium on all debts which people might owe that they cannot pay.

"And now you have our program, none too big, none too little, but every man a king. . . .

"Our plan would injure no one. It would not stop us from having millionaires. . .it would increase them tenfold, because so many more people could make $1 million if they had the chance our plan gives them."

Huey Long, Senator from Louisiana
1934 National Share-the-Wealth Crusade

1. Why do you think that Share-our-Wealth societies would be popular in the 1930's and not in the 1920's?
2. Do you see any of the proposals made by Huey Long which have been enacted or which are being talked about today? Explain.
3. In the last paragraph Long talks about how he would keep the incentive to work alive by permitting persons to make a million dollars without a penalty. Do you agree or disagree?
4. What do you think of Long's ideas?

G. "In addressing you on June 8, 1934, I summarized the main objectives of our American program. Among these was, and is, the security of the men, women, and children of the nation against certain hazards. . .of life. This purpose is an essential part of our task. In my annual message to you I promised to submit a definite program of action. . . .

"At this time, I recommend the following types of legislation looking to economic security:

"First, unemployment compensation.

"Second, old-age benefits, including compulsory and voluntary annuities.

"Third, federal aid to dependent children through grants to states for the support of existing mother's pension systems and for services for the protection and care of homeless, neglected, dependent, and crippled children.

"Fourth, additional federal aid to state and local public-health agencies and the strengthening of the federal Public Health Service. I am not at this time recommending the adoption of so-called health insurance, although groups representing the medical profession are cooperating with the federal government in the further study of the subject, and definite progress is being made. . . .

"The establishment of sound means toward a greater future economic security of the American people is dictated by a prudent consideration of the hazards involved in our national life. No one can guarantee this country against the dangers of future depressions, but we can reduce these dangers. We can eliminate many of the factors that cause economic depressions and we can provide the means of mitigating (lessening) their results. This plan for economic security is at once a measure of prevention and a method of alleviation (relief). . . ."

President Franklin D. Roosevelt
Message to Congress, January, 1935

1. Does the President see the need for greater activity on the part of government? Why or why not?
2. How did Roosevelt see the victims of unemployment, hunger, and poverty? Compare this with Henry Ford's viewpoint.
3. In President Roosevelt's eyes, what should be the chief concern of the government? What is your proof? Compare this with Calvin Coolige's viewpoint?

H. "The Western Land, nervous under the beginning change. The Western States, nervous as horses before a thunder storm. The great owners, nervous, sensing change, knowing nothing of the nature of the change. The great owners, striking at the immediate thing, the widening government, the growing labor unity; striking at new taxes, at plans; not knowing these things are results, not causes. The causes lie deep and simple---the causes are hunger in a stomach, multiplied a million times; a hunger in a single soul, hunger for joy and some security, multiplied a million times; muscles and mind aching to grow, to work, to create, multiplied a million times. . . .

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"If you who own the things people must have could understand this, you might preserve yourself. If you could separate causes from results, if you could know that Pain, Marx, Jefferson, Lenin, were results, not causes, . . .But that you cannot know. For the quality of owning freezes you forever into 'I' and cuts you off forever from the 'we'. . . .

"The cars of the migrant people crawled out of the side roads onto the great cross-country highway, and they took the migrant way to the West. In the daylight they scuttled like bugs to the westward; and as the dark caught them, they clustered like bugs near to shelter and to water. And because they were lonely and perplexed, because they had all come from a place of sadness and worry and defeat, and because they were all going to a new mysterious place, they huddled together; they talked together; they shared their lives, their food, and the things they hoped for in the new country . . . ."

John Steinbeck, GRAPES OF WRATH, 1939

1. Why did Steinbeck say that the "great owners" were nervous? Who were the "great owners" do you think?
2. What happenings of the 1930's had made the great owners angry? Do you think these "great owners" were more in tune with the 1930's or the 1920's? Why?
3. What did Steinbeck see as the deep and simple causes of the changes of the 1930's?
4. What do you think Steinbeck meant when he said the "quality of owning freezes you forever into 'I' and cuts you off forever from 'we'? Why did the Okies going to California have a sense of "we"?
5. Is Steinbeck observing a new or different philosophy in the 1930's then there was in the 1920's? Explain.

SUMMARY OR TEST

I would explain the differences between the ideas and philosophy popular in the 1920's and those popular in the 1930's in the following ways:

(Differences in attitudes toward poverty) _____

_____

_____

_____

(Differences in attitudes toward government aid or relief) _____

_____

_____

_____

(Differences concerning the proper size and involvement of the federal government) _____

_____

_____

_____

(Differences as to the responsibilities of the business man and the wealthy to society as a whole) _____

_____

_____

_____

Lesson 40

LEGISLATION FOR SECURITY: HARVEST OF THE DEPRESSION

I. New Deal Provisions for Security
   - A. Workman's compensation
   - B. Old age and handicapped pensions
   - C. Federal housing programs
   - D. Unemployment insurance
   - E. Minimum wage laws
   - F. Insurance against bank failures

II. The Fair Deal Program
   - A. Truman's goals
   - B. Laws expanding the New Deal

III. Further Extensions of Security Laws

Problem

Should the government be involved in guaranteeing a minimum amount of material security for citizens?

a. What degree of security has been legislated for the material well-being of citizens?

b. What alternatives exist to having the government guarantee a minimum amount of security for individual citizens?

Activities for Subproblem a: What degree of security has been legislated for the material well-being of citizens?

Guest speakers:

1. Representative of the FDIC.
2. A banker to discuss deposit insurance.
3. A representative of the FHA office.
4. A representative from the Social Security Office.
5. Representative of a labor union to discuss the Fair Labor Standards Act.

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Student reports:

1. National Housing Act (1937) and National Housing Act (1949).
2. Fair Labor Standards Act, 1938 and later expansions.
3. Federal Deposit Insurance Corporation.
4. Activities of the Emergency Housing Division of PWA in 1933.
5. The United States Housing Authority, 1937, and its later expansion in 1941.
6. Social Security Act, 1935, and later expansions.
7. Department of Health, Education, and Welfare.
8. Hunger in the U. S. today.
9. Poverty in the U. S. today.
10. Housing shortage in the U. S. today.
11. Maximum Employment Act of Fair Deal.
12. Medicare Plan.

Displays:

1. Illustrations of the security or assistance available under Social Security.
2. Chart showing increases in minimum wage laws.
3. Pie chart showing increases in portion of the national income going to labor since 1929.
4. Collage of magazine pictures illustrating gaps in the present security network (aspects for which there is no current government coverage).

Musical expression:

1. "Happy Days are Here Again"

Dramatization and demonstration:

1. Scene in a Social Security office in which an elderly person seeks help to support himself.
2. Scene in which a man learns that a bank has failed and all his life-savings have been wiped out. (Before FDIC)
3. Scene in which a widow with three children in destitute conditions is told that she is elegible for Social Security benefits.

Buzz groups:

1. What do you think should be the minimum amount of security which all people should have? (The things you consider necessary to life for a human being)
2. Do you think the government is guaranteeing the minimum standard or amount which your group described in question number 1? Why or why not?
3. Why do you think these laws which try to provide safe-guards or security for people were passed AFTER the Depression and not BEFORE?

Conclusion

The degree of security which has been legislated by the government can be described as: _____

_____

_____

_____

Activities for Subproblem b: What alternatives exist to having the government guarantee a minimum amount of security for individual citizens?

Guest speakers:

1. Panel consisting of an insurance agent, a Social Security representative, and/or welfare worker to discuss the consequences if Social Security were abolished.
2. A representative from a private home for orphans, the elderly, handicapped, or indigent to discuss their services, facilities, funding, and problems.
3. A United Fund representative to discuss the feasibility of United Fund and like agencies assuming complete responsibility for providing security in the absence of government programs.

Student reports:

1. Opposition of the Republican Congress to raising the minimum wage (1947-49)
2. Truman's Fair Deal health insurance program and its defeat.
3. Surprise ballot box decision: the presidential election of 1948-49.
4. The Kerr-Mills Bill (1960).
5. Ann Rand's philosophy of social Darwinism (survival of the fittest).
6. Company retirement plans and their coverage.
7. Workman's compensation negotiated into union contracts with employers.
8. Saving accounts: banking incentives and inflation problems.
9. Accident and casualty insurance: cost, benefits, and possibility of cancelation and raising of rates (clauses).

Displays:

1. Chart comparing money spent by private charities and social security.
2. Leaflet published by the American Medical Association against President Truman's medical care plan.
3. Newspaper article describing the Kerr-Mills Bill (actual or fabricated).

Dramatization and demonstration:

1. Insurance salesman trying to persuade a laborer to buy a retirement policy.
2. Situations which might occur in the absence of Social Security.

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Buzz groups:

1. If there were no Social Security, do you think the rates of private insurance companies would go up or down? Why?
2. What do you think would happen if an accident crippled the father of a large family and he had been too poor to afford private insurance after Social Security had been abolished? Would you have a solution for this?
3. If you were in need due to an accident or misfortune, would you just as soon receive aid from a charity as from Social Security? Why or why not?

Conclusion

The alternatives which exist to having the government guarantee a minimum amount of security for individual citizens are: _____

_____

_____

_____

Overall Judgement

I think that the government (should - should not) be involved in guaranteeing a minimum amount of material security for citizens because: _____

_____

_____

_____

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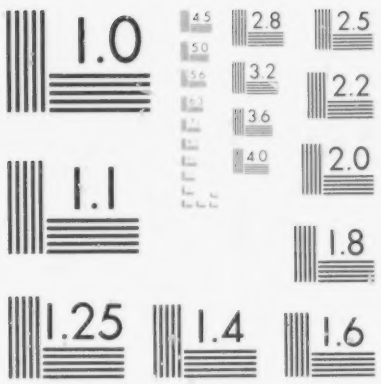

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2. Current, DeConde, Dante, United States History, pp. 576-83, 663, 684-86
3. Shafer, Augspurger, McLemore, United States History, pp. 554-60, 569-573, 628, 630-31
4. Todd, Curti, Rise of the American Nation, pp. 678-81, 683-96, 744, 748
5. Wade, Wilder, Wade, A History of the United States, pp. 697-706

Lesson 41

STRUGGLE FOR EQUAL RIGHTS

I. Depths of Depair: 1870-1900
   A. Booker T. Washington: search for compromise
   B. Lynchings: 1880's to 1920's
   C. Doctrine of white supremacy
   D. Plessy v. Ferguson and segregation
   E. Ben Tillman and losing the vote

II. Reaching Outward
   A. W.E.B. DuBois and activism
   B. NAACP and Urban League
   C. Courtroom victories
   D. Jobs in World War I
   E. The Garvey Movement

III. The New Deal and the War: 1932-1945
   A. Relief and Housing
   B. FDR and war industries
   C. Armed Forces
   D. Truman's efforts for civil rights

IV. "Separate is NOT Equal"
   A. Supreme Court and university desegregation
   B. Brown v. the Topeka Board of Education
   C. Little Rock and Eisenhower

Problem

Why did concern for civil rights become a movement?

a. Before 1900, how did the black American hope to close the gap between the democratic ideal and his reality?

b. What conditions caused the change to more active tactics to come about?

c. Was there progress before the nonviolent confrontations of the late 1950's?

Activities for Subproblem a: Before 1900, how did the black American hope to close the gap between the democratic ideal and his reality?

Student reports:

1. Booker T. Washington, Up From Slavery.
2. Colored Farmers' National Alliance and Cooperative Union.
3. Lewis Howard Latimer: A colleague of Edison.
4. Phelps-Stokes fund.
5. Tuskegee Institute.
6. Jubilee Singers of Fisk University.
7. Status of Negro education in 1900.
8. Booker T. Washington's speech at the Atlanta Exposition, 1895.
9. The freedom rides.
10. Howard University.
11. Jan Matzeliger and his fabulous shoe machine.
12. Granville T. Woods: scientific genius.
13. National Colored Labor Union 1869.

Displays:

1. Poster advertising appearance of the Jubilee Singers.
2. Pictures of famous Negro universities.
3. Drawing of the shoe machine (In Pictorial History of the Negro in America)
4. Drawings of famous Negro scientists.
5. Book cover of Washington's Up From Slavery.
6. Illustrations of all the inventions of Granville T. Woods.

Dramatization and demonstration:

1. Booker T. Washington's speech at the Atlanta Exposition, 1895.
2. A black youth explains why he wants to go to Tuskegee and asks his family if the expense can be met.
3. Booker T. Washington explains his hopes and plans for his people to a group of friends and followers.

Buzz groups:

1. When Booker T. Washington urged Negroes to avoid conflict with whites at all costs and to try to be useful, what do you think he hoped would happen?
2. What good things do you think might have resulted from the advice of Booker T. Wasnington if whites had been more generous and helpful in educating black children?
3. How do you think some people used the cooperative and humble spirit of followers of Booker T. Washington as so-called "proof" of white supremacy?

4. Why do you think that many Southern whites praised the words of Booker T. Washington and yet tried to undermine attempts to improve the education of black youths? (Booker T. Washington urged blacks to become educated).

Conclusion

Before 1900, black Americans hoped to close the gap between the democratic ideal and his reality by _____

_____

_____

_____

Activities for Subproblem b: What conditions caused the change to more active tactics to come about?

Student reports:

1. W. E. B. Du Bois, The Souls of Black Folk
2. The Niagara Movement.
3. National Association for the Advancement of Colored People.
4. Urban League.
5. Monroe Trotter and The Guardian.
6. Negro troops in World War I: Influence of serving in France.
7. Growth of Urban Negro communities.
8. The Atlanta race riot of 1906.
9. Lynching and failure to pass antilynching bill.
10. Northern migration during World War I and conditions there.
11. Rebirth of the Ku Klux Klan.
12. Tulsa race riot of 1921 (In resource book for Negro in Oklahoma)
13. Universal Negro Improvement Association.
14. Pitchfork Ben Tillman and the fear of the black vote.
15. Grandfather clause, poll tax, literacy test: the bar against the vote.
16. Plessy v. Ferguson
17. Segregation: from birth to the grave.
18. Doctrine of white supremacy.
19. Marcus Garney, "Lily White Jury"

Displays:

1. Signs of segregation: Colored section---whites only, etc.
2. A lynch rope with a chart showing the number of lynchings each year.
3. Illustration of a scene of the Ku Klux Klan.
4. Copy of a literacy test (different test for blacks or different and harder standards).
5. "Separate but Unequal"---scenes of the unequal conditions accompanying segregation.
6. Ku Klux Klan hoods or pictures.

Dramatization and demonstration:

1. The administering of the literacy test by a poorly educated white to a Southern black who attended college---the goal is to ask for absurdly difficult information. Such as recite the entire Constitution, etc.
2. Two political speeches contrasted: Ben Tillman preaching racial hatred and divisions and Tom Watson advising racial unity and mutual help among tenant farmers: black and white.
3. Senate debate over anti-lynching bill and vote--it fails.
4. "Separate but Equal" decision handed by the Supreme Court.
5. Early meeting of the Niagara Movement with discussion about the plight of the black American.
6. Parade of the Ku Klux Klan.

Buzz groups:

1. Why do you think the anti-lynching bill was not able to pass in Congress?
2. Why do you think the South feared a two party system?
3. Do you think the race question is used today in order to divide and awaken the black and white poor just as it was in 1890's? Why? Why not?
4. How would you explain the fact that there were so few convictions of crime in the South when it involved a black man being attacked or harmed by a white?---before 1960's?
5. Why do you think a black American born in the U. S. would want to join the Garvey movement and go back to Africa?

Conclusion

The conditions which caused the change to more active tactics were: _____

_____

_____

_____

Activities for Subproblem c: Was there progress before the nonviolent confrontations of the late 1950's?

Guest speakers:

1. Lawyer or representative from the NAACP.

Student reports:

1. Jackie Robinson
2. Joe Lewis
3. Phillip Randolph and the proposed march: FDR relents.
4. Duke Ellington
5. Marian Anderson
6. Roosevelt's Black Cabinet

7. Julius Rosenwald fund
8. Ada Sipuel and the University of Oklahoma Law School
9. Louis Armstrong
10. Oscar De Priest
11. New Deal benefits to black Americans.
12. President Eisenhower's Civil Rights bill
13. Detroit riot of 1943
14. Roy Wilkins and Whitney Young
15. Black schools in the South before 1955
16. Heroes supporting white supremacy: Orval Faubus
17. Desegregation and armed forces

Displays:

1. Ebony Magazine issue before 1955 or other black magazines.
2. Posters for performances of famous black singers or musicians.
3. Photographs of famous blacks of the 1940's and 1950's.
4. Scenes and illustrations indicating that separate was not equal.

Buzz groups:

1. Why do you think people were more willing to accept the talents of black Americans in the field of music before they were accepted in other fields?
2. Do you think that black Americans should have been satisfied with the amount of progress made before 1950? Why or why not?
3. Why do you think facilities and schools which were separate were generally not equal to facilities and schools provided for white children?
4. What areas of prejudice and discrimination remained intact before the period of sit-ins and nonviolent protests?

Conclusion

The progress before the nonviolent confrontations of the late 1950's was in the fields of _____

_____

_____

_____

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8. Konvitz, Milton R., Expanding Liberties: The Emergency of New Civil Liberties and Civil Rights in Postwar America, Paperback, Viking
9. Marx, Gary T., Protest and Prejudice, Harper and Row
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11. Individual paperbacks:
    The Negro In The City
    Civil Rights and Civil Liberties
    Poverty and the Poor
    Washington Square Press
12. Freedom pamphlets:

    Social Change and The Negro Problem, Arnold Rose
    ABC's of Scapegoating, Gordon W. Allport
    Danger in Discord, Oscar & Mary Handlin
    Prejudice and Society, Earl Raab & Seymour M. Lipset
    Epitaph For Jim Crow, Thomas F. Pettigrew
    Prejudiced-How Do People Get That Way? William Van Til, Anti-Defamation League of B'nai B'rith, 515 Madison Avenue, New York, New York

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1. Bragdon-McCutchen, History of a Free People, pp. 73, 145-47, 331, 367-75, 537, 539-40, 744-46, 761, 773, 776
2. Current, DeConde, Dante, United States History, pp. 277, 336, 340-41, 354, 400, 426, 476-77, 522, 548, 587, 701-02, 723, 728-32, 758
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4. Todd, Curti, Rise of the American Nation, pp. 161, 164, 303-06, 384, 400-401, 403, 406-08, 411-13, 606, 652-53, 747, 761-62, 803-08
5. Wade, Wilder, Wade, A History of the United States, pp. 394, 396-98, 580-81, 660, 740, 794-96, 809, 811, 817-18, 821-24

Lesson 42

THE NONVIOLENT PROTEST

I. Martin Luther King
   A. Ghandi and the philosophy of nonviolence
   B. The crisis in Montgomery
   C. The first victory for nonviolence: the bus boycott

II. The Movement Grows
   A. Sit-ins and freedom riders
   B. White awareness and involvement
   C. Voter registration drives
   D. The Marches: Birmingham and others
   E. Violent reactions: The making of martyrs

III. Dismay and Concern: A Nation Moves
   A. The Kennedys and civil rights
   B. March on Washington
   C. Johnson and the Civil Rights Act of 1964
   D. The shock of Selma

Problem

Can nonviolent methods affect social change?

a. What was the change in methods in the late 1950's?
b. What were the results of nonviolence?

Activities for Subproblem a: What was the change in methods in the late 1950's?

Guest speakers:

1. A representative from NAACP or CORE who participated in nonviolent protests.

Student reports:

1. Henry David Thoreau's essay On Civil Disobedience
2. Mahatma Ghandi and nonviolence

3. Martin Luther King: his background and purpose.
4. Rosa Parks and Montgomery Bus Boycott.
5. Southern Christian Leadership Conference (SCLC)
6. Medgar Evers.
7. Problems of registering Negro voters and the missing civil rights workers.
8. The Oklahoma City NAACP Youth Council sit-ins, 1958.
9. Sit-in at Woolworth lunch counter, Greensboro, N.C., 1960
10. Wade-ins, read-ins, kneel-ins, etc.--1960
11. Congress of Racial Equality (CORE)
12. Student Nonviolent Coordinating Committee (SNCC)
13. James Meredith and the U. of Mississippi.
14. Chief Eugene"Bull" Connor's effect on civil rights: publicity.
15. Dick Gregory.
16. Selma March.
17. March on Washington for jobs and freedom.
18. Julian Bond and his fight for seat in legislature.
19. Ralph Abernathy.
20. "Freedom Democratic Party"

Displays:

1. Pictures or drawing of Martin Luther King and other nonviolent protest leaders.
2. Photographs of sit-ins, kneel-ins, and freedom riders.
3. Headlines from newspapers concerning the demonstration---real or simulated.
4. Picket signs: "Money is multicolored, why discriminate against Negroes"? "Other Howard Johnsons serve everybody, why does this one discriminate"?
5. "Walk-Don't-Ride" boycott signs.
6. Poster: Vote Today for a Better Tomorrow---page 227 of Pictorial History of Negro in America.

Protest Music: (Recordings of individual and group renditions)

1. "Birmingham Sunday"--Joan Baez
2. "The Times They Are A-changin"--Bob Dylan
3. "Blowin in the Wind"--Peter, Paul, and Mary
4. "We Shall Overcome"
5. "All My Trials"--Peter, Paul, and Mary
6. "Only a Pawn In Their Game"--Bob Dylan
7. Belafonte, Odetta, and Aretha Franklin protest songs.

Creative writing:

1. Diary of a freedom rider.

Dramatization and demonstration:

1. Read aloud excerpts from speeches or writings of Ghandi.
2. Read aloud or play a recording of Martin Luther King's.
3. Stage a lunch counter sit-in and reaction to it. (Sit-in students were told not to react to insults in anyway)

4. Act out the confrontation of Governor Ross Barnett and James Meredith at the door of the University of Mississippi.
5. Tableaux on nonviolent protest.

Buzz groups:

1. Southerners often permitted Negroes to stand beside them and receive sandwiches across a lunch counter. Why then, do you think, they objected if a Negro sat down?
2. Do you think martyrs discourage or boost a reform movement? Why?
3. Why do you think the nonviolent sit-ins and marches attracted many ministers and priests to the support of civil rights movement?
4. Could you be controlled enough to not react to insults and provocations if you were a sit-in participant?
5. Would you have wanted to be a freedom rider in 1961? Why or why not?

Conclusion

In the late 1950's the change to the nonviolent confrontation and demonstration can be described and explained as: _____

_____

_____

_____

Activities for Subproblem b: What were the results of nonviolence?

Guest speakers:

1. Owner or manager of a store which was the target of a sit-in and integrating attempts.
2. Black adult citizen to describe Oklahoma City before and after the nonviolent sit-ins, etc.

Student reports:

1. Nobel Peace Prize of 1964.
2. Viola Liuzzo and Schwerner, Goodman, and Chaney, and Reverend James J. Reeb.
3. White Citizens Councils.
4. The rebirth of the Ku Klux Klan.
5. Governor George Wallace and his re-elections.
6. The Civil Rights Act of 1964.
7. New awareness and committment of John and Robert Kennedy to civil rights (their actions and reactions)
8. Public schools of Prince Edward County, Virginia.
9. Senator Strom Thurmond's party switch and new resistance plans.
10. School boycotts of 1964 in major northern cities.
11. New efforts for civil rights: Harry Belafonte and Sidney Poitier.
12. Growth of private clubs.
13. Laws against discrimination in housing.

14. Integration of public facilities.
15. President Lyndon Johnson and civil rights.
16. Chart on Negro voter registration in South today.
17. Voting Rights Act of 1965.

Displays:

1. Sign posted outside a school in Prince Edward County, Virginia.
2. Photographs of the March on Washington, 1963.
3. Cartoons from newspapers concerning the Civil Rights Act of 1964.
4. Book covers of books by Le Roi Jones, James Baldwin, and other black authors of the period.
5. Photo or illustration of Martin Luther King receiving the Nobel Peace Prize contrasted with a picture of him sitting in Montgomery jail.
6. Gallup public opinion polls of 1963 and 1964 on nonviolent protests.

Dramatization and demonstration:

1. Lunch counter where black and white patrons both are able to sit down and order with respect given to all.
2. Dramatize the phone call and conversation in which John F. Kennedy called Martin Luther King who was in jail and promised him help. (1960)
3. Debate in Congress on the Civil Rights Act of 1964 followed by a vote in which it passed.
4. Police arrive at the home of a parent of a slain civil rights worker and inform the parents that their son is missing.
5. Voter registration: long lines of black citizens.

Buzz groups:

1. What groups do you think have been in opposition to the civil rights movement?
2. What was the role of television in the nonviolent protest movement?
3. How do you think society would have reacted if Negroes had tried to integrate lunch counters by violent actions?
4. What do you see as the most important gain of nonviolent protest, if any?
5. Why do you think some black people today are discouraged about the gains achieved by nonviolent protests?

Conclusion

The results of the nonviolent protests were _____

_____

_____

_____

Overall Judgement

I (do - do not) think nonviolent methods are effective ways to bring about social change because _____

_____

_____

_____

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3. King, Martin Luther, Why We Can't Wait, Harper and Row
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5. Green, Constance McLaughlin, Secret City: A History of Race Relations In The Nation's Capital, Princeton U. Press
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8. Vose, Clement E., Caucasians Only: The Supreme Court, NAACP, and The Restrictive Covenant Cases, U. of California Press, 1968
9. Clark, Kenneth B., Dark Ghetto: Dilemmas of Social Power, Harper, 1965, gives origins and problems of Negro ghettos.
10. The Negro In American History, volume 2 in the Scholastic Great Issues series
11. Black Studies Paperbacks:
    Martin Luther King, Jr.,: A Profile, edited by Eric Lincoln. A collection of essays by writers both black and white which present several points of view.
    Institutional Racism In America, edited by Louis L. Knowles, and Kenneth Prewitt. Documents hundreds of examples of subtle institutional prejudice.
    Let's Work Together, by Nathan Wright, Jr. Wright discusses the problems and offers solutions. Multi-Group Paperbacks.

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Discovery Exercise

Lesson 42

WHAT IS NONVIOLENT PROTEST?

A. "If we are arrested everyday, if we are exploited everyday, if we are trampled over everyday, don't ever let anyone pull you so low as to hate them. . . .We must realize so many people are taught to hate us that they are not totally responsible for their hate."

Dr. Martin Luther King, 1956
Montgomery, Alabama
Bus Boycott

1. What attitudes did Dr. King believe would lower the dignity of a man? What attitudes did he think would raise the dignity of a man?
2. Why did he think love should be returned for hate?

B.

"Don't strike back or curse if abused;
Don't laugh out;
Don't hold conversations with floor workers;
Don't block entrances to the stores or aisles;
Show yourself courteous and friendly at all times;
Sit straight and always face the counter;
Remember love and nonviolence;
May God bless you."

Instructions for sit-ins
Card carried by members of CORE
(Congress of Racial Equality)

1. Why do you think the CORE workers were told to be courteous and friendly at all times?
2. Why do you think they were instructed not to hold conversation with floor workers?
3. Why do you think they were told not to laugh out?

C. "I have never seen such a crowd of people as there were that day. There was a special feeling of closeness. I have never felt so small and yet part of something so immense, wonderful, and grand.

"I had a feeling of pride for my race and for the whites who thought enough to come. And there was a sense of triumph. We had proved by being orderly, nonviolent, and determined that we were not the kind of people our enemies said we were.

"All around, in the faces of everyone, there was this sense of hope for the future---the belief that this march was the BIG step in the right direction. It could be heard in the voices of people singing and seen in the way they walked. It poured out into smiles."

Emily Rock
Student marching in the March on Washington

1. Was the student white or black? How do you know?
2. Why did she have a great sense of pride?
3. What feelings had been brought forth in this girl, by the march? In the other people in the march?

D. "Nonresistance attacks the forces of evil rather than the persons who happen to be doing the evil. As I said to the people of Montgomery: 'The tension in this city is not between white people and Negro people. The tension is at bottom, between justice and injustice, between the forces of light and the forces of darkness. And if there is a victory, it will be a victory not merely for fifty thousand Negroes but a victory for justice and the forces of light. We are out to defeat injustice and not white persons who may be unjust.'

"It must be emphasized that nonviolent resistance is not for cowards. NON-VIOLENT RESISTANCE DOES RESIST. If one uses this method because he is afraid or merely because he lacks the weapons of violence, he is not truly nonviolent. That is why Gandhi often said that if cowardice is the only alternative to violence, it is better to fight. He made this statement knowing that there is always another choice we can make; there is the way of nonviolent resistance. No individual or group need submit to any wrong, nor need they use violence to right a wrong. This is ultimately the way of the strong man.

"The nonviolent resistance of the early Christians shook the Roman Empire. The nonviolence of Mahatma Gandhi and his followers had muzzled the guns of the British Empire in India and freed more than three hundred and fifty million people from colonialism. It brought victory in the Montgomery bus boycott. . . .

"This is not passive nonresistance to evil, it is active nonviolent resistance to evil.

"Nonviolence does not seek to defeat or humiliate the opponent, but to win his friendship and understanding. The nonviolent resister not only refuses to shoot his opponent but he also refuses to hate him. To strike back in the same way as his opponent would do nothing but increase the existence of hate in the universe. Along the way of life, someone must have sense enough and morality enough to cut off the chain of hate."

Dr. Martin Luther King, 1967

1. Did Dr. King see the issue as one between whites and blacks or between justice and injustice? Why? Do you agree or disagree? Why?
2. Why did Dr. King say that nonviolent protest was not a thing for cowards? Do you agree or disagree?
3. What did he say would be the result of violence? Do you agree or disagree?

E. "I speak tonight for the dignity of man and the destiny of democracy. . . .

"Every device of which human ingenuity is capable has been used to deny this right (to vote). The Negro citizen may go to register only to be told that the day is wrong, or the hour is late, or the official in charge is absent. And if he persists and if he manages to present himself to the registrar, he may be disqualified because he did not spell out his middle name or because he abbreviated a word on the application. And if he manages to fill out the application he is given a test. The registrar is the sole judge of whether he passes this test. He may be asked to recite the entire constitution, or explain the most complex provisions of state laws. And even a college degree cannot be used to prove that he can read and write.

"For the fact is that the only way to pass these barriers is to show a white skin. . . .

"Wednesday I will send to Congress a law designed to eliminate illegal barriers to the right to vote. . . .

"But even if we pass this bill, the battle will not be over. What happened in Selma is part of a far larger movement which reaches into every section and state of America. It is the effort of American Negroes to secure for themselves the full blessings of American Life.

"Their cause must be our cause too. Because it is not just Negroes, but really it is all of us, who must overcome the crippling legacy of bigotry and injustice. And we shall overcome. . . ."

President Lyndon B. Johnson
before Congress, March 15, 1965

1. Why did the President feel that he spoke for the destiny or future of democracy?
2. What event seems to have moved and impressed the President as he urges the passage of the Voting Rights Act?

F. "Question: What is your explanation of why there have been so many National Police Agents (FBI) involved in the case of the nine missing civil rights workers?

"Answer: First, I must correct you on your terms. Schwerner, Chaney, and Goodman were not civil rights workers. They were Communist Revolutionaries, actively working to undermine and destroy Christian Civilization. The blatant and outlandish National Police activity surrounding their case merely points up the political overtones of the entire affair. . . ."

The Ku Klux Klan speaks concerning
the murder of three civil rights workers
The Klan-Ledger, 1964

1. What view of the civil rights workers and the drive to register Negro voters was held by the Ku Klux Klan? Why do you think they voiced this view?

Lesson 43

TIMES OF TRIUMPH AND FRUSTRATION: THE 1960's AND 1970's

I. Progress? Facts and Figures
   A. Comparison of unemployment ratios
   B. Progress in raising income levels
   C. Discrimination in housing patterns
   D. Voter registration and voting percentages
   E. School integration: public and private
   F. Health care and life expectancy
   G. Educational levels and opportunities
   H. Hiring and job discrimination

II. Presidential Goals and Policies
   A. John F. Kennedy
   B. Lyndon B. Johnson
   C. Richard M. Nixon

Problem

Can we eliminate "second-class citizenship"?

a. What were the triumphs and frustrations of the civil rights movement in the 1960's and 1970's?

b. What directions are suggested today for the civil rights movement?

Activities for Subproblem a: What were the triumphs and frustrations of the civil rights movement in the 1960's and 1970's?

Guest speaker:

1. A lawyer to discuss Civil Rights Acts

Student reports:

1. Voting Rights Act of 1965 and its extension by Democratic Congress.
2. Civil Rights Act of 1968 and its effect.
3. James Meredith's "march against fear"
4. Civil Rights Act of 1866: New meaning (recent Supreme Court decision)

5. Black mayors: Carl Stokes, Richard G. Hatcher.
6. Assassination of Martin Luther King.
7. The fires of frustration: Watts and Newark, summer, 1967.
8. The "insurrection" of Detroit, 1967.
9. Ax to the Poll Tax: unconstitutional, 1966.
10. Nixon's Philadelphia Plan
11. Nixon's so-called "southern strategy"
12. Growth of private schools and southern academies.
13. Bulging black ghettos and white "flight" to suburbia.
14. George Wallace and his race for presidency.
15. Black studies programs.
16. Jackson State, 1970, and the killings.
17. The Soledad Brothers
18. Attempt to seat a Southern conservative on the Supreme Court: Haynesworth and Carswell
19. Senator Edward W. Brooke of Massachusetts: first black senator since reconstruction.
20. President Johnson and the appointment of black officials.
21. The Most-Reverend Harold R. Perry, Bishop of New Orleans.
22. The existence of job discrimination today.
23. Poverty among minority groups.

Displays:

1. "Impeach Earl Warren" signs
2. Pie charts showing percentage of black unemployed as to the rest of the population.
3. Charts comparing the black - white drop-out rates.
4. Photographs of black television stars and entertainers who became popular in the late 1960's and after.
5. Photographs of whites who were prominent in the "backlash" movement against blacks.
6. Photographs of living conditions in a northern black city ghetto.
7. Cartoons depicting the so-called "southern strategy"
8. Charts showing income comparisons between white and black.
9. Burial markers (drawing or models) of slain civil rights workers.
10. Illustrations of conditions in a poor, inner-city ghetto.
11. Newspaper and magazine articles which are written concerning minority groups' progress.
12. Income charts (Scholastic paperback THE NEGRO IN AMERICAN HISTORY, vol. II p. 98)
13. Newspaper articles and magazine clippings concerning racial problems.
14. Flag at half-mast in mourning for Dr. Martin Luther King.
15. Newspaper headlines of Stokes' victory.

Creative writing:

1. Newspaper article covering James Meredith's "march against fear"

Dramatization and demonstration:

1. Role-play the scene in a CORE meeting room where workers anxiously await news of the condition of black children injured in the bombing of a church.
2. Supreme Court Scene in which news is given that the poll tax has been declared unconstitutional.
3. Victory scene and "thank-you statements" in the political headquarters of a candidate for office: Carl Stokes or Edward W. Brooke.
4. Southern filibuster speeches against the extension of the Voting Rights Act of 1965 or the Civil Rights Act of 1968 in the Senate.
5. Tableaux on feelings after the assassination of Dr. Martin Luther King.

Buzz groups:

1. Respond to this statement: "Efforts toward racial integration have come too little and too late." Do you agree or disagree? Why?
2. The Irish and other immigrant groups of European origin were able to blend in with the majority of white America after several generations. Do you think prejudice against them would have died out if there had been some physical characteristic to identify them for special treatment?
3. What do you think is the greatest triumph of the civil rights movement?
4. What do you think is the greatest frustration of the civil rights movement?
5. How would you define the term "second-class citizenship"?

Conclusion

As I study the progress of the civil rights movement in the late 1960's and 1970's, I think that the (triumphs - frustrations) are the most important factor in American history because _____

_____

_____

_____

Activities for Subproblem b: What directions are suggested today for the civil rights movement?

Guest speaker:

1. A panel of speakers representing various civil rights organizations and black groups concerned about the future along with groups who have been involved in opposing various civil rights and integration proposals.

U. S. HISTORY III

Student reports:

1. Mississippi Freedom Democratic Party and its results.
2. Malcom X: his life and autobiography.
3. The Black Panthers
4. The Black Muslims
5. George Wallace and his view of future directions.
6. Eldridge Cleaver
7. Stokely Carmichael
8. Rap Brown
9. Julian Bond's ideas.
10. Whitney Young and economic power
11. Neighborhood schools associations.
12. Roy Wilkins
13. Reverend Ralph Abernathy
14. Southern Leadership Conference today.
15. CORE and its plans.
16. NAACP and its plans and efforts today.
17. Reverend Jessie Jackson and "Operation Breadbasket" of Chicago
18. National Welfare Rights Organization
19. Ron Karenga and the African identity.
20. "Black Capitalism"
21. Huey Newton and the "Free Huey Newton" campaign
22. Black studies programs
23. Coretta King and her message.
24. Open housing possibilities.
25. Robert Weaver, Secretary of HUD
26. Black Christian Nationalist Movement.
27. Urban League and its activities today.

Displays:

1. Pictures of Black leaders today.
2. Slogans: "Black is Beautiful," etc.
3. Symbols which might stand for separatism, solidarity, integration, and violence.
4. A collage of magazine pictures showing inter-racial brotherhood.

Creative writing:

1. My solution to the racial problem is --------

Dramatization and demonstration:

1. Black and white soldiers in Vietnam discussing racial problems back in America.
2. A theoretical meeting of Senator Edward Brooke, Whitney Young, Rev. Jesse Jackson, Ron Karenga, Bobby Seale, and Elijah Muhammed to discuss the future of blacks in America. (Signs should clearly indicate the characterizations.)
3. The black mayor and the white police chief of a major city (Cleveland or Newark) discussing how to handle an explosive ghetto crisis.

Buzz groups:

1. Do you think integration of the churches would hold any beneficial possibilities? Why or why not?
2. It has been said that the demand for more "law and order" is an attempt to distract people from the racial issue. Can you think of ways that this would be both true and untrue?
3. What do you think of when you hear the phrase "Middle Class Uncle Tom"? What does this mean for the future?
4. What do you think is the key to peaceful integration?
5. Should America try to integrate or remain separate? Why or why not?

Special activity:

1. Read "The Sneetches" by Dr. Suess (Illustrations may be shown on opaque projector) What is his recommendation?

Conclusion

Among the advice and different suggestions for solving the racial problem, I think the best one is _____

_____

_____

_____

Overall Judgement

I think that "second-class citizenship" (can - cannot) be eliminated because _____

_____

_____

_____

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    Pioneers In Protest, by Lerone Bennett, Jr. A collection of 20 biographies, black and white, who have pioneered the field of protest.
    Race Riots In Black And White, edited by J. Paul Mitchell. Documents the causes and effects of racial upheavals.
    White Reflections On Black Power, by Charles El Fager.
    Race and The News Media, edited by Paul L. Fisher and Ralph L. Lowenstein. Reports by authors, some of the nation's leading reporters, editors and commentators.
    Is Anybody Listening To Black America? edited by C. Eric Lincoln. Hundreds of excerpts from books, interviews, etc.
    Black Manifesto: Religion, Racism and Reparation, edited by Robert Leckey and Elliot Wright.
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Discovery Exercise

Lesson 43

WHY IS THERE FRUSTRATION IN SPITE OF SOME TRIUMPHS?

A. "The great challenge before us is. . .the revolution within our gates, the struggle of Negro Americans for full equality and freedom.

"That revolution has now entered a new stage, one that is at once more hopeful and more difficult, more important and more painful. It is the effort to enforce newly won rights and give them content. . . .

"This will not be achieved by a law or a lawsuit, by a single program, or in a single year. It means overcoming the scarred heritage of centuries of oppression, poor education, and the many obstacles to fruitful employment. It means dissolving ghettos--the physical ghettos of our big cities and those ghettos of the mind which separate white from black with hatred and ignorance, fear and mistrust. . . .

"Some among us say that the Negro has made great progress--which is true--and that he should be satisfied and patient--which is neither true nor realistic. In the past twenty years we have witnessed a revolution of rising expectations in almost every continent. . . .Men without hope, resigned to despair and oppression, do not make revolutions. It is when expectation replaces submission, when despair is touched with the awareness of possibility, that the forces of human desire and the passion for justice are unlocked.

"For the American Negro that time has come. Courts and congresses and presidents, in the name of the country, have said that the color of a man's skin shall no longer be a bar to the right to vote, or learn, or work, or enter a public place. We have held out the promise that color shall no longer stand in the way. . . .We have unveiled the prospect of full participation in American society, while television, radio, and newspapers bring to every Negro home the knowledge of how rewarding such participation can be. With so bountiful a promise, how much greater must be the frustration and the fury of the Negro--especially the young Negro--who, desperately wanting to believe--and half-believing--finds himself confined in the slums, unable to get an education and a job, confronted by the open prejudice and subtle hostilities of a white world, and seemingly powerless to change his condition or shape his future. For him the progress of the past can count for little against the crushing awareness that his hopes for the future are beyond his reach for reasons which have little to do with justice or his worth as a man. Occasionally broken hope and a deeply felt futility erupt in violence and extreme statements and doctrines. If we deny a man his place in the larger community, then he may turn inward to find his manhood and identity, rejecting those he feels have rejected him. Therefore,

far more impressive than the violence of a few is the fact that the overwhelming majority of American Negroes retain their faith in the good will of the nation and the possibilities of peaceful progress within the ordered framework of American politics and life."

Senator Robert Kennedy
University of California, 1966

1. In what new stage is the civil rights movement now, according to Kennedy? Why is it more painful and more difficult? Do you agree or disagree?
2. Why does Senator Kennedy think there is frustration? What reason does he give? What do you think?
3. Why does Kennedy think some black Americans choose to separate and reject white society? Do you agree or disagree?
4. What impresses Senator Kennedy--the violent action of the few or the faith of the majority? Do you think most people agree with him? Why or why not?

B. "Five years ago we gathered in this very place to plead with America to be just with the poor, the black, and the disinherited. Five years ago we pleaded for the black man. Today we plead for the Indians, the Mexican-Americans, the white Applachian, the Puerto Rican and the black man.

"Today---Solidarity Day---is not the end of the Poor People's Crusade. We are only just beginning. We will not give up the battle until the Congress of the United States decides to open the doors of America and allow the nation's poor to enter as full-fledged citizens into the land of wealth and opportunity.

"We demand of America:
That no child go hungry.
That no family lack good housing.
That no man be without a job.
That no human being be deprived of health care.
That every American citizen be educated to the limit of his hope and talent.
That no more of our people be murdered by the violence which torments America. . . ."

Reverend Ralph D. Abernathy
June 19, 1968

1. Is Reverend Abernathy talking about a racial problem or an economic problem, or both? Explain. What do you think the problem is?
2. What do you think he is asking of America or the American system? Do you think this is reasonable or unreasonable? Why?

C. "This is our basic conclusion: Our nation is moving toward two societies, one black, one white--separate and unequal. This deepening racial division is not inevitable. The movement apart can be reversed. Choice is still possible. To pursue our present course will involve the continuing polarization of the American community and utilmately the destruction of basic democratic values. The alternative is not blind repression or capitulation to lawlessness. It is the realization of common opportunities for all within a single society.

"This alternative will require a commitment to national action--compassionate, massive and sustained, backed by the resources of the most powerful and richest nation on this earth. . . .

"Violence cannot build a better society. Disruption and disorder nourish repression, not justice. They strike at the freedom of every citizen. The community cannot--it will not--tolerate coercion and mob rule.

"What white Americans have never really understood but what the Negro can never forget--is that white society is implicated in the ghetto. White institutions created it, white institutions maintain it, and white society condones it.

"It is time now to turn with all the purpose at our command to the major unfinished business of this nation. It is time to make good the promise of this nation. It is time to make good the promise of American democracy to all citizens--urban and rural, white and black, Spanish surname, American Indian, and every minority group. . . .

"We do not know whether the tide of racial disorder has begun to recede. We recognize as we must that the conditions underlying the disorders will not be obliterated before the end of this year or the end of the next, and that, so long as these conditions exist, a potential for disorder remains. But we believe that the likelihood of disorder can be markedly lessened by an American commitment to confront those conditions and eliminate them---a commitment so clear that Negro citizens will know its truth and accept its goal. The most important step toward domestic peace is an act of will---this country can do for its people what it chooses to do. . . ."

Report of the National Advisory Commission on Civil Disorders, March 1, 1968

1. What warning is sounded in the report? Do you agree or disagree with this observation?
2. What does the report say would reverse the movement to "two societies"? Do you agree or disagree?
3. What does the report predict will be the result of violence? Do you agree or disagree?

D. "White America's violent rebuke of the philosophy of nonviolence make Stokely Carmichael and Rap Brown what they are today. They both began their civil rights careers trying desperately to. . .make the Constitution a document of which ALL Americans could be proud. You must understand what they went through when they were just kids, organizers in the South for the Student Nonviolent Coordinating Committee. . . .

"I used to watch them guarding their Freedom House in Greenwood, wondering when it was going to be blown up. Do you know what they were guarding it with? Nothing but a nonviolent attitude. You try that sometime. Imagine yourself waiting for someone to come with dynamite and you are sitting there with no defense but a nonviolent attitude. . . ."

Dick Gregory, WRITE ME IN! 1968

1. Dick Gregory is a pacifist. (Does not believe in self-defense by violence.) However, in this passage, how does he explain the rejection of nonviolence by Carmichael and Brown?
2. Do you think the rejection of nonviolent techniques was a sign of weakness in Carmichael and Brown or of realism?

E. ". . .You don't forget that Mississippi experience. You don't get arrested 27 times. . . .You don't smile at that and say love thy white brother. You don't forget those beatings and, man, they were rough. Those. . .(whites) were out to get revenge. You don't forget. You don't forget those funerals. I knew Medgar Evers, I knew Willie Moore, I knew Mickey Schwerner, I knew Jonathan Daniels. I met Mrs. Liuzzo just before she was killed. You don't forget those funerals."

Bernard Weinraub, January, 1967

1. Of what ethnic group do you think the author is a member? Why?
2. Are you sympathetic with his feelings? Why or why not?
3. In the long run, do you think the "funerals" hurt the civil rights movement, helped it, or both? Why?

F. ". . .the right of self-defense is a constitutional right and you can't expect black people to surrender that right while white people maintain it."

Floyd B. McKissick, CORE's new national director, CORE's national convention, 1966

1. What part of the nonviolent technique does McKissick seem to reject? Do you agree or disagree with his viewpoint?
2. Do you think giving up this right of self-defense helped or hurt the movement, or both? Why?
3. Do you think the techniques of no physical self-defense should be given up? Why or why not?

Conclusion

I think there are frustrations in spite of some triumphs because _____

_____

_____

_____

Lesson 44

THE WAR ON POVERTY

I. Extent of Poverty in America
   A. General statistics
   B. Population groupings
   C. Geographical concentrations

II. Handicaps of the Poor
   A. Inadequate schooling
   B. Social condemnation
   C. Dietary deficiencies and disease
   D. Slum environment

III. Social Cost of Poverty
   A. Crime and violence
   B. Civil strife
   C. Slums
   D. High unemployment
   E. Public tax burden

IV. Proposed Remedies: Yesterday and Today
   A. Welfare
   B. Guaranteed annual income
   C. Retraining and education

Problem

Can America win the war on poverty?

   a. Is poverty a problem?
   b. What are the proposed "remedies"--past, present, and future?

U. S. HISTORY III

Activities for Subproblem a: Is poverty a problem?

Guest speakers:

1. Social worker.
2. Representative from National Council for Prevention of Crime and Delinquency

Student reports:

1. Migrant farm workers
2. "Skid row"
3. Appalachia
4. Poverty in the Mississippi Delta.
5. Migration to Northern cities.
6. Harlem and Watts
7. Slums: where do they come from and why?
8. Automation (mechanisation): what happens to workers replaced by machines?
9. Malnutrition: is it how much or what you eat?
10. The "Poor People's March" (on Washington D.C.)
11. Case studies of poverty cases.
12. Relation between poverty and crime.

Displays:

1. Chart showing unemployment rates for last 10 years (and comparing white unemployment to nonwhite unemployment).
2. Pie chart showing how the national wealth (or income) is concentrated. For example: top 1/5 of population receives 45% of national income; bottom fifth receives only 5%.
3. Pie chart showing percentage of national population in poverty. For example: in 1963 about 1/5 of nation was in poverty as defined by family income below $3,000 or single income below $1,500.
4. Chart showing cost of college education at state college or university ten years ago and today.
5. Chart comparing crime rates in "slum" neighborhoods to crime rates in "middle class" neighborhoods.
6. Map of the United States showing percentage of population living in poverty in various parts of country (northeast, southeast, midwest, south, northwest, and southwest).
7. Give total receiving welfare: total number in state; those over 65; those disabled; etc.
8. Collage of magazine pictures on poverty.
9. Magazine articles on poverty.

Dramatization and demonstration:

1. Unskilled worker from South seeking work in large northern city.
2. Group of applicants in State Employment Agency waiting for work (interviews, etc.).

Buzz groups:

1. How do you think a poor person might feel when he hears radio or TV ads about all of the things he cannot afford? (example: "Oh, yes. Things are great in Ford Country.")
2. How should "poverty" be defined? Is it strictly a matter of how much money a person has?
3. Can any poor person who is willing to work escape poverty?
4. There is an old saying "Them that has, gets." Is it true that wealth tends to concentrate - if you have money it is easier to make more? What does this say about the poverty problem?
5. Is the child of a poor family likely to grow up to be poor himself?

Simulation game:

1. Devise a game in which players receive limited amount of "money" at intervals, but must buy necessities. As prices go up how will they compensate?
2. Prepare a budget for a family of four (parents and two school children living in your city.)

Special films:

1. Films from VISTA.

Conclusion

I think poverty (is - is not) a problem because _____

_____

_____

_____

Activities for Subproblem b: What are the proposed "remedies"--past, present, and future?

Guest speaker:

1. VISTA worker.
2. Representative of local welfare office (case worker)

Student reports:

1. Office of Economic Opportunity (OEO)
2. VISTA
3. Local public assistance programs. (check with local welfare office and report on how present system works)
4. Welfare assistance systems used in the United States before 1900.
5. Welfare assistance systems used in the United States from 1900 to today.
6. The Job Corps.
7. "Head Start" and "Follow Through"

8. Aid to Dependent Children (ADC)
9. Minimum income or guaranteed income plans (include President Nixon's proposal).
10. Food Stamps
11. The Community Action Program (CAP)
12. The "War on Poverty"
13. A modern WPA (a New Deal agency for today)
14. Welfare programs in foreign countries, e.g., England, Switzerland

Displays:

1. Chart showing the federal programs created by the Economic Opportunity Act of 1964.
2. Replicas of food stamps.
3. Poster recruiting workers for VISTA.
4. Poster advertising opportunities in Job Corps for untrained young people out of school.

Dramatization and demonstration:

1. VISTA workers' rap session about their work.
2. Senators arguing for and against a guaranteed income plan in the U. S. Senate.
3. A hearing before a local welfare agency to determine whether or not an applicant should receive welfare.
4. A Job Corps representative telling a group of coal miners (or cotton field workers) about the opportunities for retraining.

Buzz groups:

1. Is poverty a national or local problem? Should solutions come from the federal government or local governments?
2. Should the poor themselves have a say in what kinds of programs are adopted?
3. If there are not enough jobs for everyone, should the government create them, even if they really are not productive?
4. Which of the following approaches do you think is most effective in solving the poverty problem: case assistance plans, plans that provide goods and services (e.g., food distribution), or education and job training?
5. If there is no work where a person lives, do you think he should have to move to another part of the country where work is available rather than being allowed to receive welfare help?
6. If every man in the United States had a college degree would there still be poverty?
7. If you were in poverty what kind of assistance would you want?
8. What are some of the attitudes reflected in the various welfare programs used in this country - to punish laziness, quiet unrest, temporarily limit problem, etc.?

Conclusion

The proposed "remedies" for poverty are _____

_____

_____

_____

Overall Judgement

I think America (can - cannot) win the war on poverty because _____

_____

_____

_____

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Lesson 45

THE FIGHT TO SAVE THE ENVIRONMENT

I. Pollution Problems and Predictions
   A. Air
   B. Land
   C. Water
   D. Living Space

II. Reform Movement Against Pollution
   A. Individual Leaders
   B. Organizations
   C. Propaganda and Pressure Tactics

III. Possible Remedies
   A. Individual Efforts
   B. Legislation
   C. Technological Change

Problem

Why did ecology become a reform movement?

a. Is ecology a problem?
b. How was public concern aroused?
c. What should be done?

Activities for Subproblem a: Is ecology a problem?

Student reports:

1. How the land becomes polluted.
2. Causes of water pollution.
3. Ecological threat from DDT and pesticides.
4. Automobile and carbon monoxide.
5. Industry as a polluter.
6. Death of Lake Erie.
7. Effects of smog on city life.
8. Air pollution--threat to public health.

9. Slums: an ecological problem.
10. Megalopolis--concrete jungle.
11. Over population: People as part of the problem.
12. Starvation--in a land of plenty.

Displays:

1. Cartoons depicting the problem.
2. Pictures of present-day pollution.
3. Chart showing the statistics on population for U.S. and major cities (chart of rapid growth).
4. Magazine articles on pollution and over population.

Buzz groups:

1. Why do you think ecology has become an issue?
2. What reasons do you think account for the fact that pollution is a greater problem today than ever in the past?
3. What special ecological problems are there in city living?

Survey:

1. Take a trip through this city and report to the class on what sources of pollution exist.

Conclusion

I think ecology (is - is not) a problem because: _____

_____

_____

_____

Activities for Subproblem b: How was public concern aroused?

Student reports:

1. Earth Day
2. Environmental Teach In, April 22, 1970
3. Oil Slicks
4. Meuse River Valley, Belgium, 1930
5. Donora, Pa., 1948 (AP)
6. Poza Rica, Mexico, 1950 (AP)
7. London, England, 1952 (AP)
8. New York, 1953 (AP)
9. "Smog" Dr. Harold Des Voeux (1905)
10. Sierra Club
11. Santa Barbara Oil Slick, (January 28, 1969)
12. Izaak Walton League
13. Conservationists
14. Fumifugium, John Evelyn, 1661
15. Grounding of Torrey Canyon, England, (March, 1967)

16. Silent Spring, Rachel Carson
17. Lady Bird Johnson, Beautify America Program
18. Ralph Nader and "Nader's Raiders"
19. Barry Commoner: "Paul Revere of Ecology"
20. Edmund Muskie and pollution.
21. Richard Nixon and pollution.
22. Television specials.

Dramatization and demonstration:

1. Earth Day Skit
2. Environmental teach-in
3. "Save the environment" rally

Displays:

1. Posters emphasizing the problem
2. Ways pollution affects our daily lives.
3. The future: scenes of prediction if pollution problem is not checked.

Buzz groups:

1. Why was it significant that John F. Kennedy, while president, read the Silent Spring on water pollution?
2. Do you think ecology is of greater concern to any particular segment of the population or of major concern to all?
3. What do you think it will take to arouse the concern of all Americans to the urgency of the environmental problem?
4. Do you think it is politically "in" now to be for or against pollution? Why?
5. Why do some people charge that pollution is the "phoney" issue?

Conclusion

Public concern was aroused by _____

_____

_____

_____

Activities for Subproblem c: What should be done?

Student reports:

1. Sanitary land fills - a solution?
2. Lead-free gas and auto emissions controls.
3. Role of conservationists
4. Need for new mass-transit systems.
5. Planned city of future.
6. Land reclamation.
7. Reusable containers

8. Can reuse system. (salvage programs)
9. Hilton Head Isle v. BASF (October, 1969)
10. New methods of air pollution control.
11. New methods of water pollution control.
12. Ways to better the living space problem.
13. Plans to limit number children produced.
14. Pollution-free car for the future.
15. Ways dispose of industrial wastes (or new production methods without wastes).
16. Can Lake Erie be brought back to life?
17. Ways to lessen housing problem.
18. Food for the future.
19. Preservation of wildlife.
20. Plans to redistribute population over wider area and curtail urban concentrations.

Creative writing:

1. To solve the problem, if I were President I would. . . .
2. The world in twenty years if we ignore the danger from pollution.

Dramatization and demonstration:

1. Industrial board of directors' meeting on how to avoid adding the expense of fighting pollution.

Buzz groups:

1. Do you think America can solve her environmental problems even if the rest of the world does not?
2. Is legislation the best method of solving our ecological problems, in your opinion? Why or why not?
3. What technological change would help alleviate the problem?
4. What groups might oppose antipollution laws? Why?

Conclusion

What I recommend to be done _____

_____

_____

_____

Overall Judgement

Ecology became a reform movement because _____

_____

_____

_____

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Lesson 46

NEW HORIZONS

I. Further Expansion of "Rights"
   A. Women's Liberation
   B. New minority rights movements
   C. Criminal and prison reform
   D. Youthful humanistic movements
   E. Anarchism: "every man for himself"

II. Pressure Tactics for Change
   A. Growth of revolutionary violence
   B. Traditional political techniques

III. Reactions of Society
   A. Repression
   B. Compromise
   C. Conversion

Problem

How would you forecast the future of reform in America?

a. What are the "causes" of today and what are the pressure tactics used by today's reformers?

b. How have Americans reacted to various pressure tactics now and in the past? How might they react in the future?

Activities for Subproblem a: What are the "causes" of today and what are the pressure tactics used by today's reformers?

Guest speakers:

1. Representatives of American Civil Liberties Union, Urban League, Women's Liberation group, and National Council on Prevention of Crime and Delinquency to discuss "future of reform"

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Student reports:

1. American Civil Liberties Union and its activities.
2. Draft card burnings and other draft protest.
3. Communes (Taos, etc.)
4. Yippies: Youth International Party.
5. Separatism and the Black Muslims
6. The Young Lords (New York based Puerto Rican movement)
7. Hippies and nonmaterialism
8. Women's Liberation: organizations, tactics, and goals
9. The Weathermen: their goals and tactics
10. Campaign for gun control laws
11. Ceasar Chavez and the Chicano migrant worker movement.
12. Welfare recipients' unions
13. Ralph Nade and automobile safety
14. Consumer boycotts and protests
15. The Black Panthers
16. Urban League
17. NAACP and recent efforts
18. Antismoking campaign against cigarettes
19. National Council for the Prevention of Crime and Delinquency
20. The American Party
21. Prison reform and campaign

Displays:

1. Sign and flowers--"Flower Power"
2. Sign of sympathy and support for migrant workers "Don't Buy Grapes"
3. Bumper stickers of protest---such as "Indian Power," "Custer had it coming"
4. Chart listing reform organizations of minortiy groups with goals.
5. Illustrations of Hippie garb or dress.
6. Literature on reforms such as Women's Liberation Movement, National Council on Crime and Delinquency, NAACP, etc.
7. Books or book covers of reformers.
8. Newspaper and magazine articles.
9. Collage of pictures for a reform cause.
10. Copies of protest newspapers.

Musical expression:

1. Folk songs which depict protests.

Dramatization and demonstration:

1. Meeting of housewives organizing a consumer boycott due to the high price of milk.
2. An interview with a draft card burner by a newspaper man.
3. Youthful workers in a campaign for a political candidate supportive of their views.
4. Women's Liberation demonstration or parade with signs.
5. Youthful lawyer explains why he is going to work with the American Civil Liberties Union.
6. Lobbyist for a reform conversing with a congressman.
7. Tableaux on reform causes of today.
8. A four minute speech for your favorite reform cause.

Buzz groups:

1. Which of the following do you think is the most effective tactic for bringing about change and why: television specials, books, protest demonstrations, bombings, working in political campaigns, or lobbying with congressmen?
2. Can you think of any reform movements which are continuations of a protest or concern that began in the 19th century? Explain.
3. Why do you think many woman's liberation workers refuse to wear lipstick?
4. Do you think anarchism----rule of every man for himself----would result in an expansion or a restriction of the rights of most people?
5. What do you think will be the most popular "cause" in the 1970's and 1980's? Why?

Conclusion

The pressure tactics used by today's reforms are _____

_____

_____

_____

Activities for Subproblem b: How have Americans reacted to various pressure tactics now and in the past? How might they react in the future?

Student reports:

1. Roger Williams's banishment from Massachusetts colony.
2. Execution of John Brown.
3. The jailing of Eugene Debs.
4. The deportation to Russia of Emma Goldman, an anarchist.
5. House on UnAmerican Activities Committee.
6. Hardhats and the attack on students.
7. Gideon case and subsequent court decisions.
8. Development of the "half way house" in criminal reform.
9. Bills and laws to alter the draft.
10. Fashions of dress borrowed from Hippie clothing habits.
11. New bills beneficial to Woman's Liberation.
12. Laws regarding warnings on cigarette packages and limitations on television advertising.
13. Bills for automobile safety and the Congressional hearing.
14. Raise in wages and other victories for grape pickers.
15. Recent court decision involving cases sponsored by the NAACP.
16. Reports on the Kent State shootings.
17. Restrictions on student loans.
18. Confrontations at 1968 Democratic Convention.
19. States abolishing capital punishment.
20. Discriminatory laws against hippies.

21. Martha Mitchell and Spiro Agnew: the critics of the critics.
22. Deaths of two black students at Jackson State College.
23. Successes of reform movements in the 20th century before 1965.
24. Efforts on behalf of 18-year-old vote and new law.

Displays:

1. "America: Love it or leave it" bumper sticker.
2. Newspaper headlines regarding Kent State: commission reports, grand jury, etc.
3. Newspaper headline announcing an Agnew blast at students and protestors.
4. Newspaper articles or magazine articles on any of student report topics.

Creative writing:

1. If I were President of the United States, my reactions to the _____ group would be. . . . .

Dramatization and demonstration:

1. Session House on UnAmerican Activities Committee.
2. Confrontation between stone-throwing students and club-swinging policemen.
3. Hard hats confront students.
4. Student involved in anti-war protest goes to student loan office and is informed that his loan has been canceled.

Buzz groups:

1. What groups would oppose Ralph Nader in his campaign for the making of safer automobiles and why?
2. Do you think the average man on the street supports Nader or is indifferent to him? Why?
3. Do you think violence on the part of those seeking change will bring about compromise or repression on the part of society? Why?
4. In a democracy, is dissent necessary? Is there a limit to dissent?
5. Which groups in America would be against gun-control laws? Why? Which groups would be for them? Why? Which do you think is the most powerful?
6. Some historians claim that society represses those wanting change in time of war or just after war? Do you agree or disagree? Why?

Conclusion

Americans have reacted to various reform groups and pressure tacts in the form of (1) compromise, (2) conversion, and (3) repression. An example of each is

(1) _____

(2) _____

(3) _____

Overall Judgement

In forecasting the future of reform in America, I would predict that

_____

_____

_____

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TIME ALLOTMENT	ISSUE OR PURPOSE OF INQUIRY	HISTORY LESSONS
8 Lessons	ISSUE: PREVENTION OF DEPRESSIONS FOCUS: A. What are the causes of depressions? B. What methods have been used in attempts to remedy a depression? C. Can depressions be prevented in the future? Unit on economic, social, and political history	Depressions: People in Crisis Boom, Banks, and Bust: 1837-44 The Money Muddle and the Depression of the 1890's The Golden Twenties: Fabulous or Fake Prosperity? The Great Depression Too Little, Too Late "Action Now" A New Deal for America No More Depressions??

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Lesson 47

DEPRESSIONS: PEOPLE IN CRISIS

I. The Operation of the "free market"
   A. Adam Smith and laissez-faire
   B. Supply and demand

II. Breakdowns in the System
   A. Mass unemployment
   B. Excessive inventions
   C. Cutbacks or halts in production
   D. Hoarding of money
   E. Bank failure
   F. Loss of savings and property
   G. Withholding of investment

III. Theories on "why"
   A. War stimulation
   B. Loss of confidence
   C. Overproduction
   D. Under consumption
   E. Too easy credit
   F. Unwise governmental policies

Problem

What are the major effects of depressions on a society?

   a. What is a "depression" and what causes it?
   b. Is human suffering a part of every depression?
   c. Does intense political conflict always accompany a depression?

Activities for Subproblem a: What is a depression and what causes it?

Guest speaker:

1. A businessman to discuss the steps he takes in a business recession or depression.

Student reports:

1. Adam Smith, Wealth of Nations, and depression views.
2. The "market" and depressions.
3. Wall Street and investment in a depression.
4. Current "economic indicators" and a depression.
5. Gross National Product and depressions.
6. Depression psychology and the hoarding instinct.
7. Ways business can cut expenses in "hard times"
8. Buying power and depressions.

Displays:

1. Graph showing employment statistics and fall in the Great Depression of the 1930's.
2. Graph of economic cycles.
3. Copy of old menu of the 1930's or advertisement compared with the same in 1920's
4. Political cartoons on depression fear today.
5. Cartoons illustrating each of the part II "breakdowns"
6. Mount magazine pictures on factors of production--land, labor, capital, and enterprise--and indicate what happens to each during a depression.

Dramatization and demonstration:

1. Employer explaining why he feels he must "lay off" his workers of 12 years.
2. A run on a bank--banker trys to turn the crowd away and reassure them.

Buzz groups:

1. What would you probably do with your allowance or money if you knew it was your last for six weeks? Or an indefinite period?
2. Who would fare best in a depression: a businessman, a steel worker, or a wheat farmer? Explain your opinion.
3. Do you see a difference between overproduction and under consumption? Explain.
4. Is trust and confidence in the economy really necessary for prosperity? Why or why not?

Conclusion

I think that the major causes of a depression are _____

_____

_____

_____

Activities for Subproblem b: Is human suffering a part of every depression?

Guest speaker:

1. School teacher or official who can describe condition of children during depression.

Student reports:

1. Pullman, Illinois in 1893
2. "Last hired--first fired," Black Americans in depression.
3. Children during depressions
4. Marathon dancing in the 1930's: a symbol of desperation.
5. Soup lines in the 1930's

Displays:

1. Graph showing suicide rates during depression of 1930's.
2. Illustrate "faces" of depression; scenes of depression.
3. Foreclosure signs--nonpayment of mortgage.
4. Small model of a Hooverville.

Musical expression:

1. Folk songs of the depression.
2. Reader's Digest record album of the 1930's.

Dramatization and demonstrations:

1. Select and dramatize a scene from Steinbeck's Grapes of Wrath
2. Father goes home and explains to his family he has lost his job.
3. Wandering Okies around campfires--wondering if they had sinned somehow and were being punished--wondering if California would be better--if they could make it.
4. Raid on a store for food.
5. Man selling apples but people pass without buying.

Buzz groups:

1. Where would you have gone for help if you lost all you had in a bank failure?
2. How would you feel if you were walking through a shopping center and there were only a few cars, the stores closed or empty, windows dirty or broken?
3. What is the first scene which comes to your mind when you think of a depression?
4. How do you think fear and anxiety would manifest themselves in a depression?
5. What do you think would be the effect of depression on children? On an elderly retired couple? On families?

Class survey:

1. Poll adults to find out how depression affected them--compile list.

Discovery exercise:

1. Read the Discovery Exercise #1 after Lesson 39.

Conclusion

I (do - do not) think suffering is a part of every depression because ____

_____

_____

_____

Activities for Subproblem c: Does intense political conflict always accompany a depression?

Student reports:

1. Jacob Coxey's army.
2. The Bonus Marchers and burning of Anacostia Flats.
3. Huey Long
4. Father Charles Coughlin
5. Communist Party--U.S.A.--in the 1930's.
6. Germany before the Nazi takeover.
7. Roosevelt's court revision plan or "packing plan"
8. Dislike and contempt of Herbert Hoover by general population in 1931.
9. Dislike and resentment of Franklin Roosevelt by businessmen.
10. Andrew Mellon's views on depression.
11. William Z. Foster and his views on depression.
12. Norman Thomas.
13. Farmer's Holiday Association

Displays:

1. Picket signs of demands.

Dramatization and demonstration:

1. Town meeting to discuss possible solutions to the problem: town factory has closed as company slips into depression.
2. Speech by Huey P. Long or Father Charles E. Coughlin.
3. Foreclosure auction in which sympathetic farmers display hostility toward wealthy outsider who bids and buys the property for half its value.
4. Businessmen at board of directors' meeting discuss with much feeling the Roosevelt "give-away" programs.

Buzz groups:

1. Which groups in society do you think probably want active government action to solve a depression?

2. Which group in society do you think would favor a "wait-and-see" attitude toward automatic recovery?
3. Do you think people who lived through the depression would have their political viewpoints permanently affected by the depression?
4. If you were president of the United States when the nation went into a depression, what do you think would be the types of advice you would receive?

Conclusion

I (do - do not) think that intense political conflict is always present in a depression because _____

_____

_____

_____

Overall Judgement

Some of the major effects of depressions on a society are _____

_____

_____

_____

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Lesson 48

BOOM, BANKS, AND BUST
1837 - 1844

I. Boom Years
   - A. Western land craze
   - B. Transportation explosion
   - C. The cotton empire
   - D. Industrial growth
   - E. Unfavorable balance of trade

II. The Bank War
   - A. Power of 2nd National Bank - Jackson vs. Biddle
   - B. State Charter Banks (1811-1816)
   - C. Deposit Act (1836)

III. The Busted Bubble
   - A. Bank failures
   - B. Cotton market collapse
   - C. Wheat crop failures
   - D. Over-speculation on western land
   - E. Loss of foreign investment
   - F. Stoppage of transportation construction
   - G. Specie Circular of 1836

Problem

Did the 2nd National Bank of the United States controversy cause the Depression of 1837?

a. What were the main elements of the economy of the 1830's?

b. What were the issues and actions during the Jackson-Biddle struggle over banking policies?

c. What was the effect of the banking struggle on the American economy and people?

Activities for Subproblem a: What were the main elements of the economy of the 1830's?

Student reports:

1. Land speculation
2. King Cotton
3. Erie Canal
4. Lancaster Turnpike
5. Baltimore and Ohio Railroad Company
6. British investors in westward expansion
7. McCulloch vs. Maryland (1819)
8. Osborn, et al vs. The Bank of the United States
9. Wheat crop failures (Hessian fly)
10. Growing sectionalism

Displays:

1. Poster advertising western lands for sale.
2. Different types of currency in use during 1830's.
3. Poster of English investor during the "Boom Years"

Dramatization and demonstration:

1. Speculators buying and selling western lands.
2. Proud plantation owner forced to slip off into the night to avoid arrest for default on debts.
3. English investors discussing their American investments.

Buzz groups:

1. Did the western lands speculators help build a greater America?
2. Why did a transportation explosion occur during the 1820's and 30's?
3. Why was the family economy of most Americans changing to a local, interregional or international economy in the 1830's?
4. What were the economic motives of people in the three sections of the country in 1830? Did they complement each other or conflict with one another?

Conclusion

I believe that the economy of the 1830's was mainly caused by _____

_____

_____

_____

Activites for Subproblem b: What were the issues and actions during the Jackson-Biddle struggle over banking policies?

Student reports:

1. Specie Circular
2. Western opposition to BUS
3. 2nd BUS
4. "Pet Banks"
5. Nicholas Biddle
6. Roger B. Taney
7. Henry Clay (Rechartering of the BUS)
8. Thomas Hart Benton
9. Andrew Jackson's attitude toward BUS
10. Eastern banking establishment

Displays:

1. Copy of Jackson's veto of 2nd BUS.
2. Copy of Jackson's "Specie Circular" order.
3. Chart showing farm income during 1830's.

Dramatization and demonstration:

1. Jackson-Biddle argument over BUS

Buzz groups:

1. Was Jackson justified in his fight against the 2nd BUS?
2. Were the policies of the 2nd BUS inflationary or anti-inflationary? Why?
3. What effect did the election of 1832 have in determining federal policy on banking?
4. Which side would you have taken in this argument over the banks and why?
5. What effects did Jackson's monetary policies have upon the foreign investors' willingness to invest in America?

Conclusion

I (believe - do not believe) that the banking policies of the Jackson years were an important factor in determining economic events because _____

_____

_____

_____

Activities for Subproblem c: Did the banking struggle cause the American people to lose faith and confidence in the economy, thus resulting in the depression of 1837?

Student reports:

1. Run on banks
2. Martin Van Buren
3. Bank of England demanding specie payments.

4. Specie drain from western banks.
5. Property foreclosures
6. Independent Treasury Act
7. Establishment of 10-hour work day
8. Government borrowing of money

Displays:

1. Graphic representation of land sales by year.
2. Graphic representation of cotton prices and exports by year.
3. Graphic representation of total exports and imports and foreign indebtedness by year.

Dramatization and demonstration:

1. Role-play a run on a bank.
2. Role-play a sheriff foreclosing on a plantation owner.
3. Railroad builder trying to reassure English financier of stability of American economy in late 1840's.
4. Western farmer trying to spend his letters of credit from bank in Kansas in the store of a Philadelphia merchant.

Buzz groups:

1. Have Americans had to modify the meaning of "self-reliance" as the country changed from a rural farming nation to an urban industrialized nation?
2. Can the economy of a nation become so unbalanced that a depression is unavoidable?
3. Did the American people see any need for an increase in the role of government as a result of this depression?
4. Was there any economic growth during the depression of 1837-44?

Conclusion

I (believe - do not believe) that a nation's economy is stable as long as the people have confidence in it because _____

_____

_____

_____

Overall Judgement

I (think - do not think) that if Jackson had not attacked the Second National Bank of the United States, the Depression of 1837 might not have occurred. Why? _____

_____

_____

_____

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Lesson 49

THE MONEY MUDDLE AND THE DEPRESSION OF THE 1890's

I. Economic Pinch
   A. Farm surpluses
   B. Low wages
   C. Overspecualtion in stocks
   D. Overexpansion of railroads
   E. Industrial overproduction or under consumption

II. Money: The Supposed Cure-all
   A. Definitions of inflation and deflation
   B. Inflation proposals: free silver and greenbacks
   C. Sherman Silver Purchase Act

III. Government in Trouble
   A. Gold drain
   B. J. P. Morgan loan
   C. Coxey's army
   D. Pullman strikes
   E. Tariff controversy

Problem

Why is inflation of money always a hot political question?

a. What were the causes of the panic of 1893 and the depression?
b. Why was there a debate over inflation?
c. What was the effect of the depression?

Activities for Subproblem a: What were the causes of the panic of 1893 and the depression?

Student reports:

1. Hostility toward immigrants on part of labor.
2. Populist movement and its complaints
3. Robber Barons

4. Deflation of 1880's: effect on farmers.
5. Tenant farmers of the South: black and white.
6. Drop in foreign purchases of American goods.
7. Speculation in railroads and stocks.
8. McKinley Tariff
9. "Billion dollar" congress
10. Closing of the "Last Frontier"

Displays:

1. Poster or cartoon showing America refusing foreign products.
2. Cartoons of the times on the Robber Barons.
3. Cartoons of hostility toward imigrant laborers.

Dramatization and demonstration:

1. Farmer and Wall Street banker arguing about the economic conditions in the country.
2. Farmer and laborer debating over who is hurt the most in a depression.

Buzz groups:

1. McKinley Tariff cut out the import of wool and many other things people needed. Who would be helped by this? Who would be hurt?
2. In 1890's Carnegie made $23 million while the average worker made $435 yearly. How would these differences affect the consumer's ability to buy?
3. What effect did the population shift from farm to city have on the depression of 1893 as compared to the depression of 1837?
4. At this time in history people resigned themselves to expect depressions---would this help bring on a depression? Explain your view.
5. What does the term "panic" mean to you? Can you apply this economics?

Discovery exercise:

Read and discuss Populist statements in the discovery exercise with Lesson 34.

Conclusion

I believe that the economic depression of the 1890's was due to _____

_____

_____

_____

Activities for Subproblem b: Why was there a debate over inflation?

Student reports:

1. Bland-Allison Act
2. Sherman Silver Purchase Act

3. Crime of 1873
4. Greenback Party (1870's)
5. Election of 1896
6. William Jennings Bryan and his voters "back home"
7. Richard G. Bland
8. William McKinley
9. "Cheap money" and "sound money"
10. "Cross of Gold" speech
11. Discovery of gold in Alaska
12. Free silver
13. Mark Hanna, Leader of Republican Party and supporter of "sound money"

Displays:

1. Campaign posters or insignia of election of 1896.
2. Political cartoons of the 1880's and 90's relevant to the gold/silver issue.
3. Newspaper editorials of the 1890's on the silver issue.
4. Cartoon on inflation and deflation.

Dramatization and demonstration:

1. Dramatize the convention nominating Bryan.
2. Role-play the President being notified of the Alaskan gold discovery.
3. Dramatize Bryan's "Cross of Gold" speech.

Buzz groups:

1. Why do you think the farmers thought that cheap money would aid them?
2. How does deflation affect a debtor class (those owing money)?
3. How do bankers today feel about inflation?
4. In what ways does inflation stimulate the economy?

Conclusion

There was a debate over money inflation because _____

_____

_____

_____

Activities for Subproblem c: What was the effect of the depression?

Student reports:

1. Baring Brothers Bank in England.
2. J. P. Morgan and his leadership in keeping gold standard.
3. Coxey's army.
4. Pullman strike

5. Samuel Compers
6. William Hope Harvey, Coin's Financial School (1894)
7. Gold Standard Act
8. James B. Weaver
9. Eugene V. Debs

Displays:

1. President Cleveland at the knees of J. P. Morgan asking for gold. (cartoon)
2. Chart showing how states voted in 1896 on issue of free silver.
3. William Jennings Bryan being crushed down politically by the return of prosperity. (cartoon)

Dramatization and demonstration:

1. Coxey's Army being received by Cleveland.
2. Cleveland explaining Morgan's gold to Congress.

Buzz groups:

1. Do you think Cleveland's going to Morgan for gold indicated a weakness or strength of presidential power?
2. Comparing the depression of 1893 with that of 1837, do you see an increasing role of government in the economy.
3. Could you compare Coxey's Army with any other demonstration of unrest today?
4. Why were labor union leaders during this period branded as Socialists?
5. How did the depression affect American politics?

Conclusion

The major effects of the depression were _____

_____

_____

_____

Overall Judgement

Inflation of money is always a hot political issue because _____

_____

_____

_____

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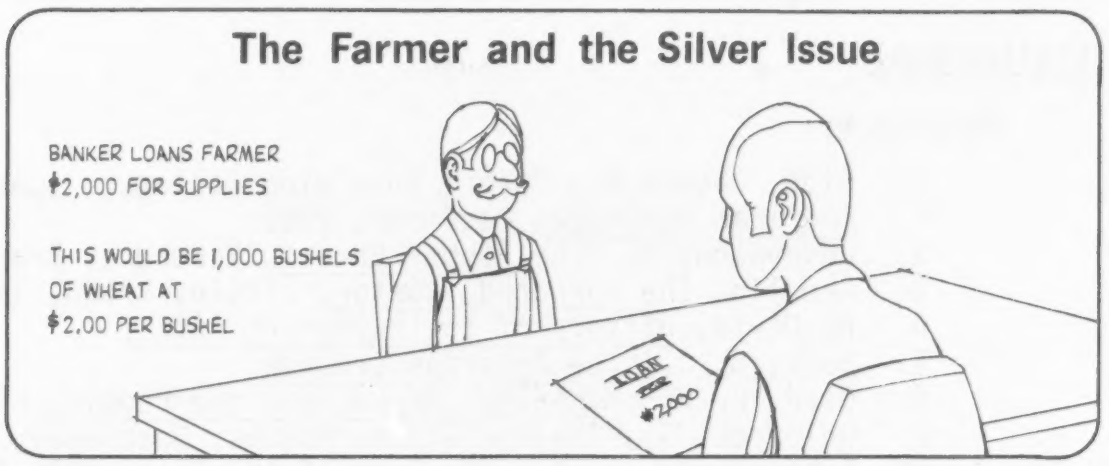
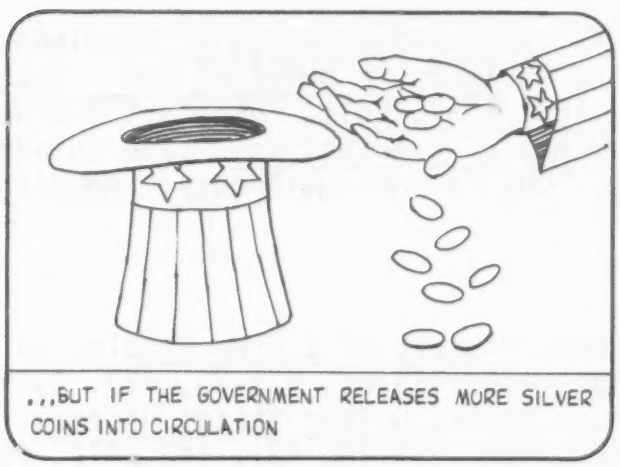
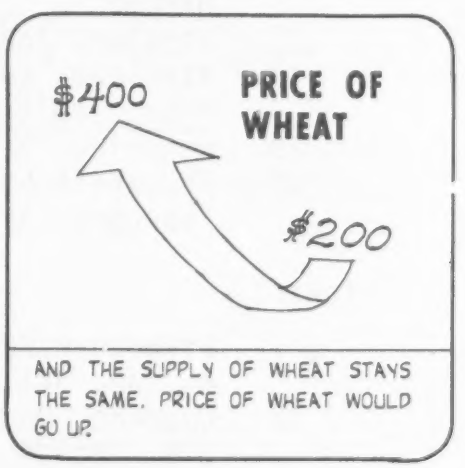
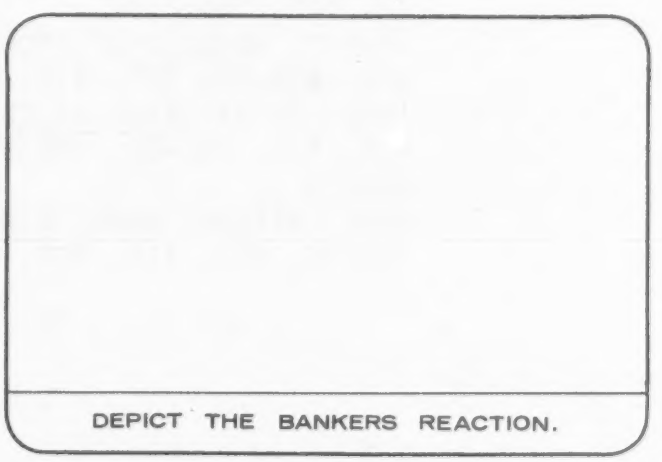
U. S. HISTORY III

The Farmer and the Silver Issue









Lesson 50

THE GOLDEN TWENTIES: FABULOUS OR FAKE PROSPERITY?

I. Business - Oriented Government
   A. Laissez-faire philosophy
   B. Tax structure
   C. Presidential administrations

II. Signs of Prosperity
   A. Production gains at lower cost
   B. Relatively stable prices
   C. Great increase in profits
   D. Increase in hourly wages
   E. High investment rate
   F. Favorable balance in foreign trade

III. Limitations on Purchasing Power
   A. Farm surplus and overexpansion
   B. Technological unemployment
   C. Distribution of national income

IV. Signs of Trouble
   A. Decline in housing construction
   B. Extent of American loans abroad
   C. Forms of installment-buying
   D. Sagging market for consumer goods

Problem

Were the 1920's a time of general prosperity or individual prosperity?

a. Why was there business optimism and confidence in the 1920's?
b. Were the foreign trade balances a sign of prosperity or problems?
c. What changes occurred in the standard of living and incomes of various groups?

U. S. HISTORY III

Activities for Subproblem a: Why was there business optimism and confidence in the 1920's?

Student reports:

1. Calvin Coolidge and his philosophy.
2. Herbert Hoover: his life and election.
3. The tax structure: rates on business and private wealth.
4. Labor unions and strikes in the 1920's.
5. The radio boom.
6. The automobile industry and its supporting industries.
7. Henry Ford and the conveyor belt.
8. Frederick Taylor: Scientific management and "time-motion" studies.
9. The theory of "welfare capitalism"
10. Pooling and business consolidation in the 1920's.
11. Oil booms of 1920's and industrial growth.
12. Utilities and the 1920's.

Displays:

1. From magazines, arrange pictures of industries which support the automobile industry.
2. Chart on increases in production.
3. Charts on rises in profits.
4. Graphs on tax percentage ceilings on private and corporate wealth.
5. Coolidge and Hoover campaign slogans.
6. Signs, T-shirts, buttons, or membership cards for the "company union"

Dramatization and demonstration:

1. Pantomime the difference between assembly lines before and after conveyor belts and "time-motion" studies.
2. Role-play an employer who informs fine workers that they are being replaced by a machine and are no longer needed.
3. Improvise a campaign speech by Herbert Hoover which would be appropriate or consult a primary source for an actual excerpt.
4. Role-play a board of directors' meeting in which they discuss rising profits, savings brought by automation, the "company union" picnic, and plans to merge with several other business firms.
5. Role-play a manager persuading workers to join the "company union," rather than their own independent union.

Buzz groups:

1. Why do you think companies would prefer that their workers join company unions, rather than an independent outside union?
2. How would a new product like the radio create new jobs outside of the factory which would assemble the parts? What about the automobile.
3. What are the things a businessman must do if he is going to realize greater profits? How many of these conditions were met in the 1920's by most businesses?

4. Why would many businessmen feel that a laissez-faire or "hands-off" policy by government concerning business would be good? Is the tariff against imports consistent with this policy or an exception?
5. President Coolidge said that "The business of America is business." What do you think he meant?

Discovery exercise:

1. Read the selections A, B, C, and D, in discovery exercise #2, after Lesson 39.

Conclusion

There was business optimism and confidence in the 1920's because _____

_____

_____

_____

Activities for Subproblem b: Were the trade balances a sign of prosperity or problems?

Guest speaker:

1. Economist to discuss foreign trade and payment arrangements.

Student reports:

1. Ways a nation pays for what it buys abroad.
2. The economic provisions of the Versaille Treaty and their effects.
3. American loans and credit to foreign nations.
4. European war recovery and need for American goods.
5. Coolidge's raising of tariff rates under provisions of Fordney-McCumber tariff.
6. The problem of payment: the European nations' gold deficiency and desire to buy American goods.
7. American exports and imports.
8. Free trade theories and laissez-faire.
9. Congressional demands that Europe pay debts.

Displays:

1. List products which the United States imports today or cut pictures of them and mount.
2. Chart showing circulation of money from American loans to Germany-to German reparations-to France and Britain-to payment of American war loans back to the United States.
3. Graph showing the balance between exports and imports.
4. Map showing countries buying U.S. goods and the amount in 1920's.

Dramatization and demonstration:

1. Negotiations between American Manufacturer and British importer who wants to import American goods and pay for them by exporting British woolen cloth. Since there is an American tariff barrier against the import of woolen cloth and since the British lack gold as payments, what will be the outcome?
2. Two businessmen meet with President Calvin Coolidge to urge him to raise tariff levies on items they manufacture. (Bring out motives.)

Buzz groups:

1. Was foreign trade during the 1920's more of a one-way or a two-way proposition? Why?
2. What form would nationalism take in the area of foreign trade? Do you think that this was a factor in the 1920's? Is this good or bad?
3. What do you think will eventually result if trade between two countries is heavily balanced in favor of one over the other?
4. Was foreign trade necessary for prosperity and economic health during the 1920's?
5. Why were businessmen pleased with trade balances in the 1920's? Should they have been?

Conclusion

I think that the trade balances of the 1920's were a sign of (prosperity - problems) because_____

_____

_____

_____

Activities for Subproblem c: What changes occurred in the standard of living and incomes of various groups?

Student reports:

1. New appliances produced in the 1920's.
2. Installment buying in the 1920's.
3. Numbers owning automobiles and resulting changes in life-styles.
4. Courts, injunctions, and anti-union decisions.
5. The life of miners in the 1920's.
6. The farmers' depression.
7. Textile workers and industrial downturns in textiles.
8. Life of the wealthy during the 20's: luxuries and styles.
9. F. Scott Fritzgerald: His life and mirror in This Side of Paradise

Displays:

1. Pie chart on graph showing distribution of disposable income.
2. Illustrations of new appliances appearing in 1920's.
3. Advertisements appearing in 1920's.

Dramatization and demonstration:

1. A farm wife describes her life to a minister or nurse.
2. The wife of a wealthy meat packer or oil man describes her family activities to a newspaper columnist for the society page.
3. A young couple (both work and live in city), describe the new appliances and conveniences they have acquired.

Buzz groups:

1. If a man has a car, a vacuum cleaner, a home, and a radio all purchased on credit and being paid by installments, is he prosperous?
2. If business prospers, is the nation as a whole necessarily or automatically prosperous? Why or why not?
3. It is claimed that 60 percent of the American families received less than $2,000 a year in 1929. What does this indicate to you about prosperity?
4. The average per capita (per person) disposable (income after taxes) rose from $635 in 1920 to $693 in 1929. What does this mean? Does this mean that the average person's income increased that much?

Conclusion

I think that the changes in standards of living and incomes during the 1920's affected various groups in the following ways:_____

_____

_____

_____

Overall Judgement

I think the 1920's was a time of (general - individual) prosperity because:

_____

_____

_____

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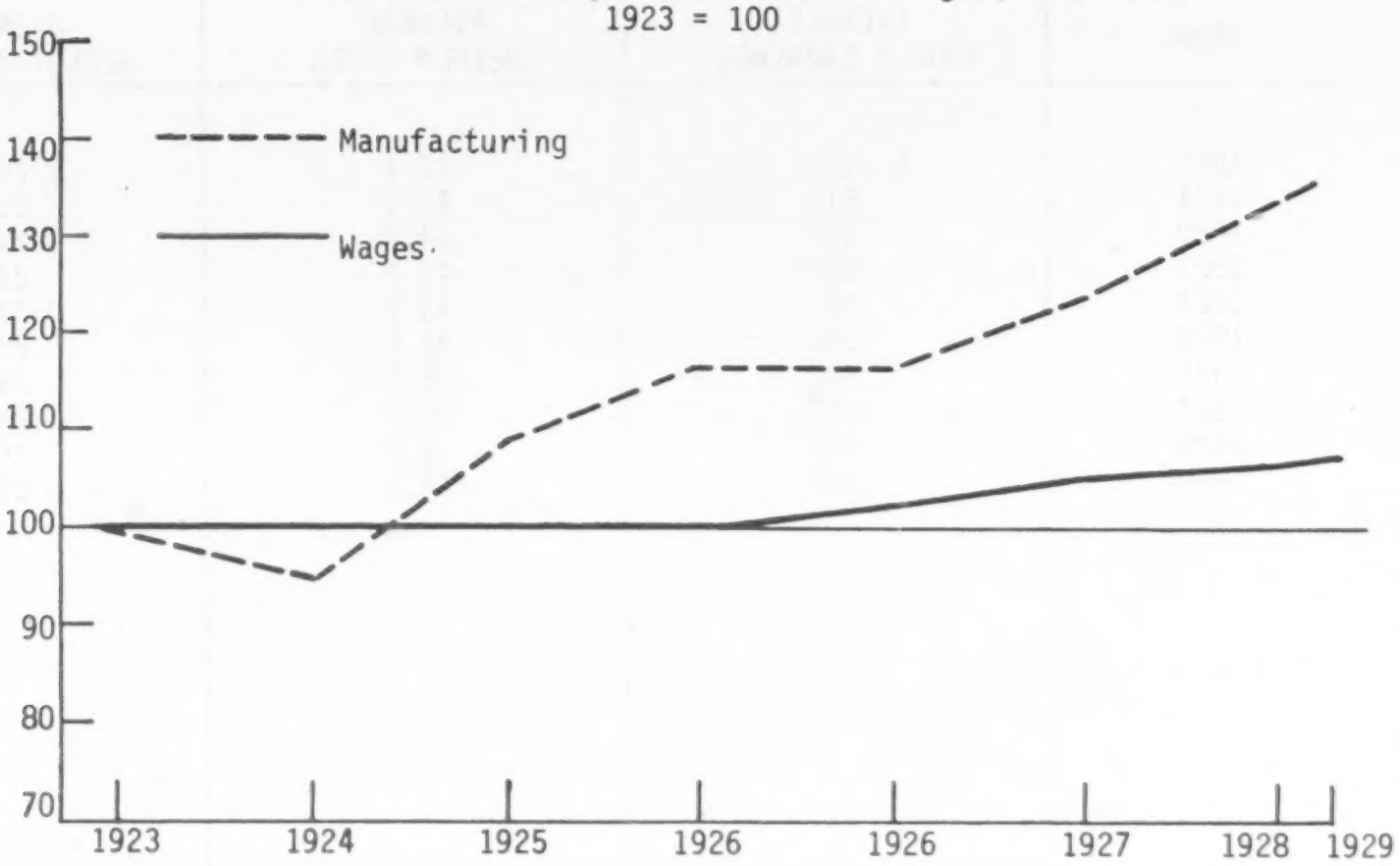
Discovery Exercise

Lesson 50

WERE THE 1920's A TIME OF GENERAL PROSPERITY OR INDIVIDUAL PROSPERITY?

Index of Manufacturing Production, and Wages, 1923-1929
1923 = 100



Source: Data from Woytinsky, Employment and Wages in the United States, pp. 570 and 586.

1. What does this chart show?

2. Why do you think production output changed in the 1920's?

3. Is the rate of increase between wages and production what you would have expected before seeing this chart? Why or why not.

4. Does this chart indicate anything to you about prosperity?

U. S. HISTORY III

YEAR	AVERAGE HOURLY EARNINGS	AVERAGE WEEKLY HOURS	AVERAGE WEEKLY EARNINGS
1920	$ .555	47.4	$ 26.30
1921	.515	43.1	22.18
1922	.487	44.2	21.51
1923	.522	45.6	23.82
1924	.547	43.7	23.93
1925	.547	44.5	24.37
1926	.548	45.0	24.65
1927	.550	45.0	24.74
1928	.562	44.4	24.97
1929	.566	44.2	25.03

1. Did average hourly earnings for workers go up or down in the 1920's?
2. Did average number of hours a worker worked per week go up or down?
3. Did the amount of the average weekly paycheck for workers go up or down in the 1920's?
4. Do you think workers generally benefited from the wages and hours situation of the 1920's or were hindered? Why?

YEAR	TOTAL COMPILED RECEIPTS OF GROSS INCOME in thousands of dollars	NET INCOME SURPLUS (+) DEFICIT (-) in thousands of dollars	DIVIDENDS PAID TO OWNERS OF COMMON STOCK in thousands of dollars
1920	$ 118,205,562	$+5,873,231	no data
1921	91,249,274	+ 457,829	no data
1922	100,920,515	+4,770,035	$ 6,784,765
1923	119,019,865	+6,307,974	5,060,403
1924	119,746,703	+5,362,726	4,849,349
1925	134,779,997	+7,621,056	5,733,906
1926	142,629,445	+7,504,693	6,702,942
1927	144,899,177	+6,510,145	7,125,678
1928	153,304,973	+8,226,617	7,632,851
1929	161,158,206	+8,739,758	9,808,455
1930	136,588,320	+1,551,218	8,598,421
1931	108,056,952	-3,287,545	6,314,614
1932	81,637,988	-5,643,574	4,028,678
1933	84,234,006	-2,547,367	3,229,502

1. What does this chart tell you about profits and income during the 1920's?
2. Does this chart indicate general or individual prosperity in your opinion?

Lesson 51

THE GREAT DEPRESSION

I. The Stock Market Crash: A Symptom
   A. Margin buying
   B. Inflated values
   C. The crash

II. The Downward Spiral
   A. Laying off workers
   B. Declines in purchasing
   C. Bank failures
   D. Hawley-Smoot Tariff

III. Factors of the Depression
   A. Distribution of income
   B. Reduction of purchasing power
   C. Easy credit and speculation
   D. Decline in investment
   E. High tariff barriers

Problem

What caused the Great Depression?

a. What were the unhealthy aspects of the economy in the 1920's?
b. Why did the depression get worse?
c. Could the depression have been prevented or curtailed?

Activities for Subproblem a: What were the unhealthy aspects of the economy in the 1920's?

Guest speaker:

1. Banker on "weaknesses in American banking structure before 1930."

Student reports:

1. Income averages for women, minorities, and the elderly.
2. Pay and wages for the service trades.

3. Farm incomes and surplus.
4. Andrew Mellon and his tax recommendation.
5. Marginal buying and stock speculation.
6. Weaknesses in banking structure.
7. Bear market and bull market
8. The corporate structure: holding companies, pools, and trusts.
9. Manhattan Estates and the Florida Real Estate Boom.
10. Percentage of disposable income going to top income brackets
11. Decline in mining.
12. Decline in textile manufacturing.
13. Tariff barriers.

Displays:

1. Pie charts on income distribution.
2. Poster on handbill promoting stock in Manhattan Estates: "Become a Millionaire"
3. Cartoons on inflation of stock prices beyond their legitimate worth or value.

Creative writing:

1. Newspaper article concerning a taxi-driver who invested his life savings on a stock which went up and he became wealthy overnight: August, 1929.

Dramatization and demonstration:

1. Stock broker persuading a prospective buyer that he should "take a flyer"; invest in stock and make a fortune as it goes to the top.
2. Board of directors' meeting in which men decide to invest excess funds in stocks, rather than expand the plant.
3. Dramatize the great differences between the percentage of disposable income going to the top brackets and those to labor.

Buzz groups:

1. What do you think happened to the consumer market as a result of 5% of the people receiving 1/3 of all personal income?
2. How do you think large savings accounts added funds for use in speculation in the 1920's?
3. Would a person earning $500,000 a year reach a point where he would be saturated with consumer goods?
4. Why do you think factories in 1929 were pouring out more goods than consumers were able to purchase?
5. What do you think was the most unhealthy aspect of the 1920's economy?
6. How does buying on margin increase both profits and risks?

Conclusion

The unhealthy economic aspects of the 1920's were _____

_____

_____

Activities for Subproblem b: Why did the depression get worse?

Student reports:

1. Hoover, the Hawley-Smoot Tariff, and the curtailment of foreign trade.
2. European withdrawal of gold from the American banks.
3. Runs on banks and bank failures.
4. Increase in unemployment.
5. Mortgage foreclosures.
6. Reduction in building construction.
7. Restriction of bank credit and calling in of loans.
8. Decline in Gross National Product, GNP (Nation's goods and services)
9. The spread of the depression over the world.

Displays:

1. Newspaper headlines of stock market crash.
2. Cartoon of cracked piggy-bank taped together with a patch of federal reserve tape.
3. Chart showing the way factors contributed to each other: decline in investment --- decline in employment --- decline in purchasing power --- decline in demand --- and so on.
4. Cartoon of factory bulging with goods surrounded by workers with empty pockets.

Dramatization and demonstration:

1. Farmers' Holiday Association Blockade.
2. Foreclosure of a mortgage.

Buzz groups:

1. Did the depression introduce a new situation or did it merely intensify a situation which already existed?
2. Was the stock market crash a cause of the depression or a sign of an economy out of balance?
3. When do you think the depression really started?
4. Why did Hoover say that "90% of our difficulty in depressions is caused by fear"? Do you agree or disagree?
5. What is the "chain reaction" of a depression?

Conclusion

I think the depression got worse because _____

_____

_____

_____

U. S. HISTORY III

Activities for Subproblem c: Could the depression have been prevented or curtailed?

Student reports:

1. The warnings of economists against passage of the Hawley-Smoot Tariff. (American Economic Association)
2. The Agricultural Marketing Act of 1929: if mandatory?
3. Wheat Stabilization Corporation of 1931: if passed before?
4. Possible effects of going off the gold standard in 1930.
5. Hoover's veto of public works bills: Garner-Wagner Bill and Norris Bill.

Dramatizations and demonstration:

1. Hoover's cabinet meeting in early 1930 in which decision was made to adopt massive public works projects.

Buzz groups:

1. Do you think higher wages during the 1920's would have prevented the depression? Why or why not?
2. Do you think changes in the tax structure might have prevented the depression? Why or why not?
3. Do you think that the government could have done anything after the stock market crash to prevent the downward spiral?
4. Do you think we would still have had a depression if the stock market had not crashed?
5. If the Federal Reserve System had raised interest rates to banks in the 1920's, would overspeculation have occurred?

Conclusion

I think the depression (could - could not) have been prevented or curtailed because _____

_____

_____

_____

Overall Judgement

I consider that the Great Depression was caused by _____ because

_____

_____

_____

_____

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2. Current, DeConde, Dante, United States History, pp. 379, 471, 570-72
3. Shafer, Augspurger, McLemore, United States History, pp. 442-45, 532-33, 545, 550-53, 556-57, 559
4. Todd, Curti, Rise of the American Nation, pp. 428, 473, 486, 491 503, 557-58, 621-22, 625-27, 637-38, 651, 672-73, 755
5. Wade, Wilder, Wade, A History of the United States, pp. 575, 651-52, 654, 671, 674-77, 681, 688-92, 703

Lesson 52

TOO LITTLE, TOO LATE

I. Hoover's Reaction
   A. "Wait-and-see" attitude
   B. Hawley-Smoot Tariff
   C. Direct aid to corporations
   D. Public works projects
   E. Moratorium on debts

II. The Campaign and Election: 1932
   A. Hoover's philosophy and platform
   B. Roosevelt's pragmatism and platform
   C. "Lame duck" period

III. First 100 Days
   A. Relief
   B. Reform

Problem

Was it the responsibility of the private or the public sector to remedy the depression?

a. What were Hoover's reactions to the depression?

b. What issues were at stake in the election of 1932?

c. What was Roosevelt's initial program after election?

Activities for Subproblem a: What were Hoover's reactions to the depression?

Student reports:

1. Hoover's veto of Garner-Wagner Act and Norris Bill
2. Passage of Hawley-Smoot Tariff
3. Hoover's position on bonus marchers and the burning of Anacostia Flats.
4. Hoover's Memoirs: The Great Depression
5. Hoover's campaign statements of 1928.
6. Andrew Mellon and his views.

7. Views on gold standard and balanced budget.
8. Theory of local responsibility for welfare.
9. Reconstruction Finance Corporation.
10. Hoover Dam
11. Norris-LaGuardia Anti-Injunction Act.
12. Urging of business to accept role in recovery.
13. Hopes for the "trickle down" theory.
14. War debts moratorium.

Displays:

1. Hoover's phrases of encouragement and philosophy.
2. Pictures of Hoover Dam.
3. Cartoon of "Trickle down" theory.

Dramatization and demonstration:

1. Tableaux on Hoover and the depression.
2. Readings of Hoover's quotations.

Buzz groups:

1. Did Hoover's economic beliefs reflect the thinking of most Americans before the crash? After?
2. Why were the measures taken by Hoover seemingly not successful?
3. Were Hoover's beliefs in self-reliance a contrast with his humanitarian practices?
4. Was the belief in the natural workings of the business cycle a help or a handicap to Hoover?
5. Why did Hoover's policy of lending money to large corporations not stop the depressionary spiral?

Conclusion

I think that Hoover's reaction to the depression (did - did not) indicate that he understood the economic situation because _____

_____

_____

_____

Activities for Subproblem b: What issues were at stake in the election of 1932?

Student reports:

1. Roosevelt and pragmatism.
2. Hoover and rugged individualism.
3. Views on tariff
4. A cheerful Roosevelt--a worried Hoover.
5. Views on balanced budget
6. Views on economy in government.
7. Views on gold standard.

8. Republican Party held responsible for bad times.
9. Stands on prohibition.
10. Jim Nance Garner.
11. Hoover's advice to Roosevelt after the election.
12. Roosevelt's inaugural address.

Displays:

1. Map of the election of 1932.
2. Materials relating to campaign (buttons, posters, slogans).
3. Records and tapes of Roosevelt's old speeches (campaign, inaugural)

Dramatization and demonstration:

1. Select excerpts from both campaign speeches and read to class.
2. Assign class to talk to their parents about election of 1932. Ask how they felt then and how they feel now.
3. Dramatize two men meeting on the street and their discussion of the election.

Buzz groups:

1. Was it right or wrong for Franklin D. Roosevelt to refuse to make promises to Hoover between the time of the election and his inauguration?
2. After the election and banks continued to fail at a rapid rate, did this forecast a steadily degenerative confidence in Roosevelt before he took office?
3. Why would Roosevelt be vague on campaign issues?
4. Did Roosevelt give clues in his campaign speeches as to the policies he would institute in his New Deal Program?

Conclusion

I think the issues at stake in the election of 1932 were _____

_____

_____

_____

Activities for Subproblem c: What was Roosevelt's initial program after the election?

Student reports:

1. Brain trust
2. Fireside chats
3. Harry Hopkins
4. Agricultural Recovery Program (AAA)
5. Unemployment Relief (CCC - PWA)
6. Banking reforms
7. Tennessee Valley Authority (TVA)

8. Prevention of mortgage foreclosures
9. Railroad Recovery legislation
10. Industrial Recovery program
11. Abandoning the gold standard

Displays:

1. Cartoons of the early Roosevelt days.
2. Cartoons on banking holiday.
3. Poster "the only thing we have to fear is fear itself."

Buzz groups:

1. Did the New Deal encourage Socialism, protect Capitalism, or both?
2. Why were the first days of Roosevelt's terms called the "Roosevelt Revolution"?
3. Would Roosevelt's unorthodox methods suggest a lack of traditional economic understanding?

Conclusion

Roosevelt's actions during his first one hundred days (indicate - do not indicate) that he had an excellent understanding of the actions needed to pull the country out of the depression? Justify your answer. _____

_____

_____

_____

Overall Judgement

I (believe - do not believe) that it is the responsibility of government to remedy depressions because _____

_____

_____

_____

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3. Shafer, Augspurger, McLemore, United States History, pp. 542-45, 549-51, 553-57, 559-60, 571, 579, 591, 617-18, 638
4. Todd, Curti, Rise of the American Nation, pp. 624-25, 628-29, 667, 670, 673-75, 684-85, 687, 694-95, 708, 711-14, 724, 749
5. Wade, Wilder, Wade, A History of the United States, pp. 650, 669-71 675-79, 680-82, 686-706

Lesson 53

"ACTION NOW" A NEW DEAL FOR AMERICA

I. Economic Planning
   A. Brain trust
   B. Pump priming theory
   C. Trickle down theory

II. New Deal Measures
   A. Farm
   B. Labor
   C. Business
   D. Relief

III. A Step Backward
   A. Business criticism
   B. Supreme Court decisions
   C. Cutbacks and recession

IV. Recovery
   A. New Deal resumed
   B. War contracts
   C. Unemployment reduced

Problem

Did the New Deal show the ability to curb the depression?

a. What were the New Deal measures and their effects?
b. Why did Roosevelt cut back on New Deal Programs in 1937 and what were the effects?
c. How did the European war affect the American economy?

U. S. HISTORY III

Guest speaker:

1. Banker on FDIC

Student reports:

1. W.P.A., P.W.A. projects
2. Permanent results of C.C.C.
3. TVA today
4. Social Security
5. F.H.A.
6. National Labor Relations Act, 1935
7. Harry Hopkins and Harold Ickes
8. Frazier-Lemke Farm Bankruptcy Act of 1934
9. Conservation measures in the Dust Bowl
10. Fair Labor Standards Act
11. National Youth Administration
12. Second AAA
13. NRA and NIRA
14. John Maynard Keynes and his theories

Displays:

1. Map of TVA
2. NRA blue eagle sticker
3. Photographs of public works projects in our city.
4. Charts of bank failures before and after Banking Act of 1933.
5. Sinking ship cartoon showing people reaching for life rafts labeled "New Deal"
6. Cartoons on "pump priming"

Dramatization and demonstration:

1. Role-play Harold Ickes denouncing "boondoggling"
2. Man returns home to tell his desperate family that he has a job with WPA. He explains the project to his children.
3. CCC recruits at railway depot, gathering before boarding the train to go to a CCC camp. They discuss future.
4. Tableaux on New Deal.

Buzz groups:

1. What groups prospered during the depression?
2. How did "pump priming" get its name?
3. Why was money given to "pump priming" projects certain to change hands and get into circulation?
4. Why do you think the majority of Americans approved of the New Deal?
5. Which do you think would be most helpful to recovery: a work project digging ditches or building a highway? Why?
6. Why did the second wave of New Deal laws put money into workers' hands rather than corporation presidents' hands?

Conclusion

The effects of the New Deal on the economy were _____

_____

_____

_____

Activities for Subproblem b: Why did Roosevelt cut back on New Deal programs in 1937 and what were the effects?

Student reports:

1. The charge of "creeping socialism"
2. Reactions of business to NRA
3. Business opposition to TVA
4. Business reactions to Fair Labor Standards Act
5. Roosevelt's antitrust suits
6. Supreme Court "roadblocks"
7. Improvements in economy by 1937
8. Cutback in public works projects 1936-37 and government spending
9. Recession of 1937
10. Special Congressional session to resume New Deal spending
11. Roosevelt's tax policies
12. Resumption of New Deal spending

Displays:

1. Political cartoons ridiculing New Deal from 1933-1938.
2. Cartoon of big business opposition to NRA.
3. Cartoon of "creeping socialism"

Dramatization and demonstration:

1. Speech by conservative politician against TVA and deficit spending.
2. Cabinet meeting in which Roosevelt's secretaries and brain trust report great improvements in the economy. Roosevelt, pleased but stung by criticisms, now decides that it is time to cut back and balance the budget.

Buzz groups:

1. Does your family practice deficit spending such as installments, contracts, etc.?
2. Why did economists change their minds about deficit spending and decide it was all right within limits?
3. What groups would object to the New Deal and why?
4. If you had been Roosevelt, would you have tried to balance the budget in 1937?

U. S. HISTORY III

Conclusion

Roosevelt cut back on New Deal Programs in 1937 because _____

_____

_____

_____

Activities for Subproblem c: How did the European war affect the American economy?

Student reports:

1. World-wide depressions and dictators
2. Lend-lease
3. Repeal of Neutrality Acts
4. Office of Emergency Management: May 25, 1940
5. War Production Board
6. Cash and carry provision
7. American trade with Japan before Pearl Harbor
8. Peace time selective service act: Burke-Wadsworth Bill

Displays:

1. Chart showing increase in Gross National Product (America's GNP) from 1939 to 1945.
2. Advertisements during wartime which indicate war conversions: example - Buick tanks.
3. Posters urging greater war production.
4. Chart showing federal spending from 1931 to 1945.

Dramatization and demonstration:

1. Girl informs family of her good fortune in securing a good paying job in airplane plant.
2. Roosevelt's "Arsenal of Democracy" speech.

Buzz groups:

1. During the war, government spending greatly increased and America came out of the depression. Therefore, does it follow that the same amount of government spending during the New Deal would have had the same effect?
2. Do you think the American public would have accepted or tolerated the same high level of government spending in peacetime as they did in wartime?
3. Were the economic concepts adopted in dealing with the depression applicable during the battle of production of the war?
4. Did the economic controls such as the War Production Board by-pass the free market?

Conclusion

The European and world war affected the American economy by _____

_____

_____

_____

Overall Judgement

I think the New Deal (did - did not) demonstrate the ability to curb the depression because _____

_____

_____

_____

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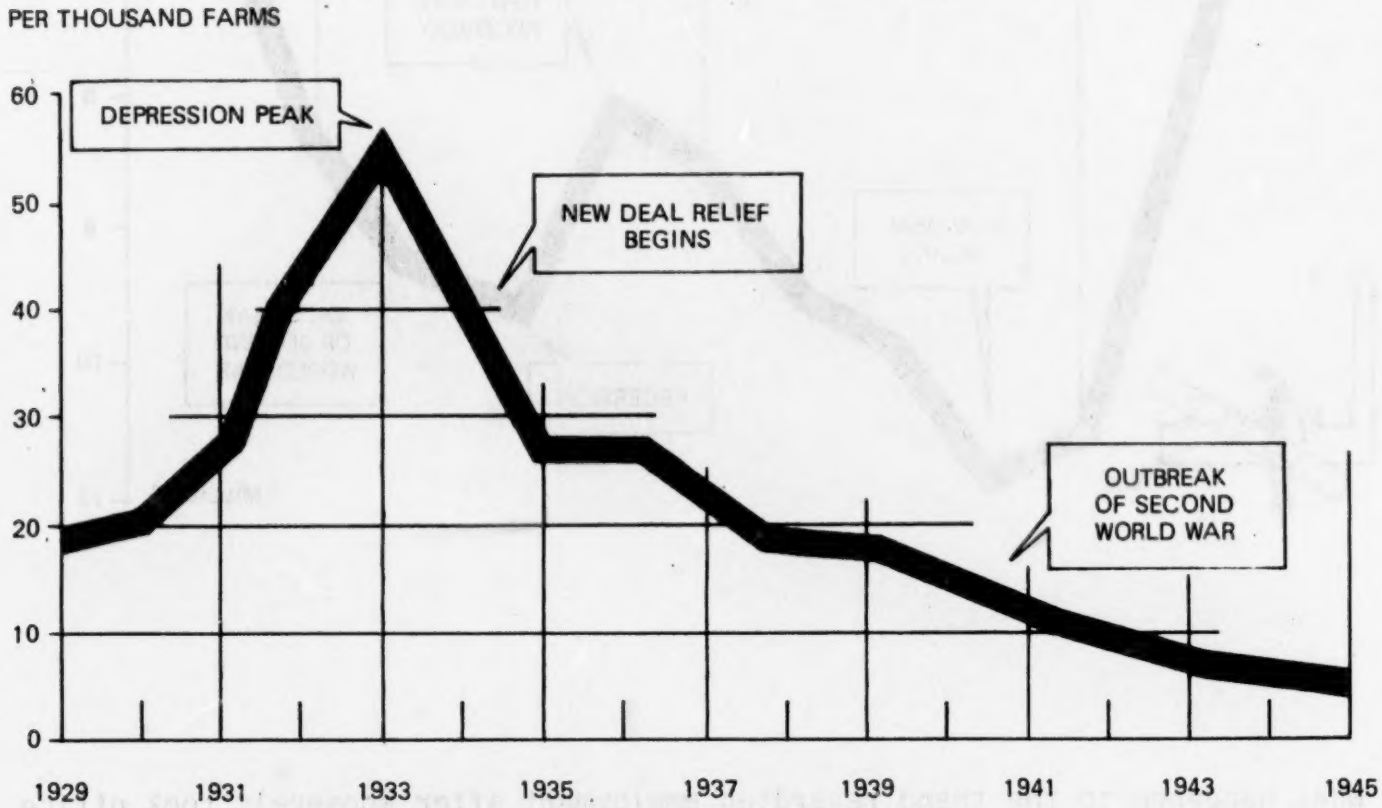
5. Wade, Wilder, Wade, A History of the United States, pp. 691, 693-95, 697, 699, 701, 703-04

Discovery Exercise

Lesson 53

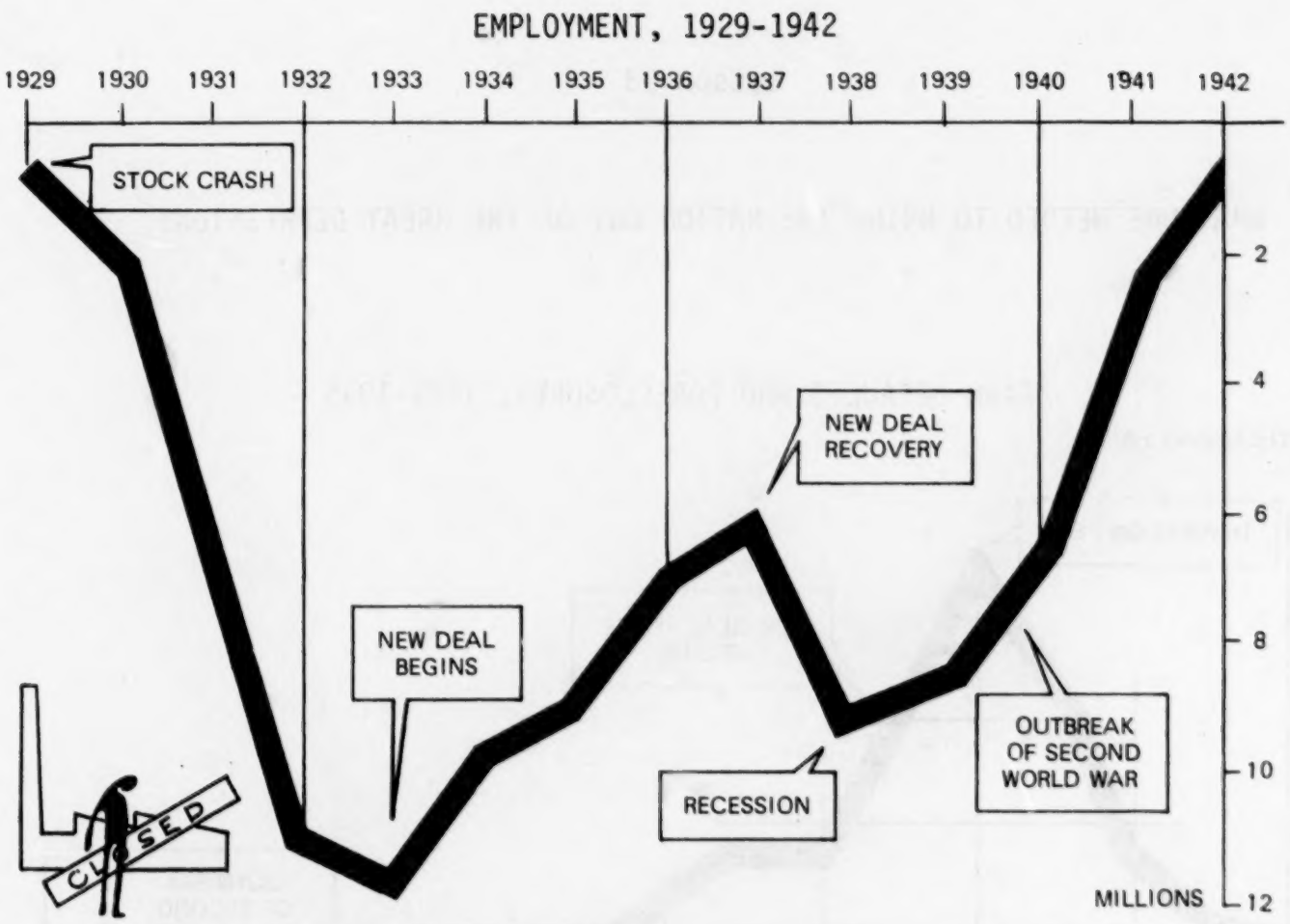
WHAT WAS NEEDED TO BRING THE NATION OUT OF THE GREAT DEPRESSION?

FARM DEFAULTS AND FORECLOSURES, 1929-1945



1. After President Roosevelt took office in 1933, did the trend in evictions and foreclosures change? Explain according to the graph.

2. Would you say that in this aspect, the New Deal was a failure or a success?



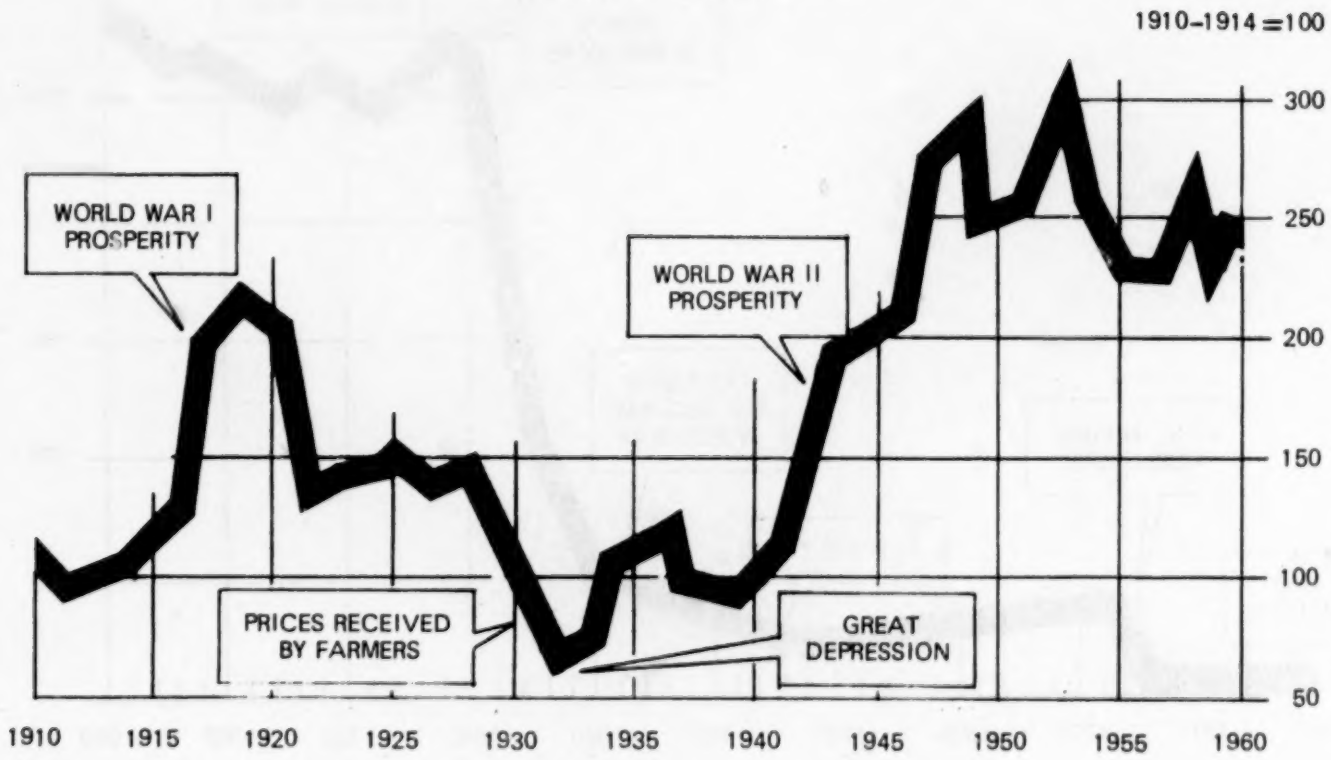
1. What happened to the trend regarding employment after Roosevelt took office in 1933? Why do you think this change occurred?

2. Did the New Deal improve the employment situation?

3. What happened to the trend of employment in 1937? Do you recall what changed about the New Deal in 1937 in response to New Deal critics?

4. Why do you think employment went up after the outbreak of war in Europe?

FARM PRICES, 1910-1961



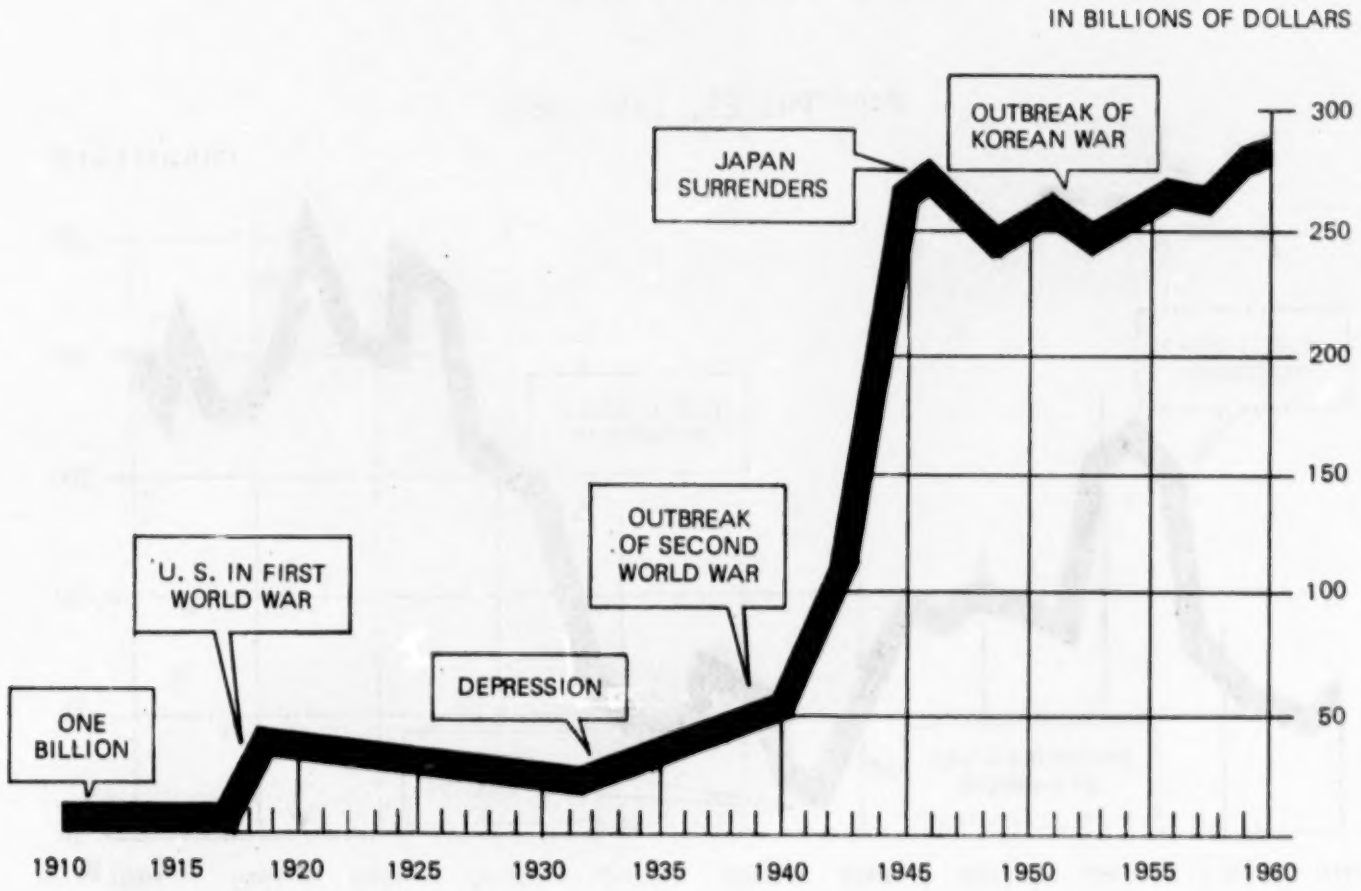
1. When did the Depression start for the farmer?

2. What happened to the trend of farm prices shortly after Roosevelt took office in 1933?

3. What did farm prices do around 1937-1938? Why do you think?

4. What do you think happened in 1939-40 which improved the price of farm products? Why?

NATIONAL DEBT, 1910-1961



1. What happened to federal spending and the national debt after Roosevelt took office in 1933? Why?

2. If this were a chart showing increases and decreases in spending alone rather than a chart of the national debt, what do you think the chart would have done about around 1937-1938?

3. What happened to the national debt after 1941 when the United States entered the war? Why?

4. After the war, the depression was completely erased. Why do you think this was true?

Overall Judgement

What was needed to bring the nation out of the Great Depression? _____

_____

_____

What could the New Deal have done to completely erase the Depression without war? Explain. _____

_____

Lesson 54

NO MORE DEPRESSIONS????

I. Built-in Stabilizers
   A. Social Security payments
   B. Welfare payment
   C. Retirement payments
   D. Unemployment compensations
   E. Minimum bank deposit insurance
   F. Farm price supports

II. Economic Planning
   A. Council of Economic Advisors
   B. Manipulation of tax structure
   C. Adjustments in tariff
   D. Government spending
   E. Wage-price guidelines of controls
   F. Federal Reserve Board powers

III. Problems
   A. Unwillingness to use controls
   B. Inadequate measuring devices
   C. Economic misconceptions
   D. Untimely corrective measures

Problem

Could this nation have another "Great Depression"?

a. What built-in stabilizers exist today which did not exist in the 1920's?
b. What can the government do to influence the economy?
c. What problems exist in using the preventive devices?

Activities for Subproblem a: What built-in stabilizers exist today which did not exist in the 1920's?

Guest speakers:

1. Joe McCain, or other representatives of the Social Security Office.
2. Bank examiner
3. Welfare official

Student reports:

1. Operation of "Transfer payment" system
2. Social Security benefits
3. Securities Exchange Commission
4. Retirement pensions
5. Federal Reserve requirements
6. Guaranteed annual income proposal
7. Guaranteed bank deposits (FDIC and FSLIC)
8. Welfare payments
9. Unemployment compensation
10. Bank examiners
11. Medicare

Displays:

1. Chart with illustrated drawings of Social Security benefits.
2. Map of Federal Reserve Districts.
3. Reproduced copies of retirement check, welfare check, and unemployment check.
4. Chart explaining transfer payments.

Dramatization and demonstration:

1. Bank examiners who have found irregularities talking to banker.
2. Tearful widow with five children entering Social Security or Welfare Office seeking help.
3. Depositor discovering in talk with president of bank that has failed that his $50,000 savings account is gone except for $20,000 FDIC guarantee.
4. Businessman losing life savings due to business failure.

Buzz groups:

1. Do retirement checks help to stabilize the economy? Justify your position.
2. What would be the results of passing a Guaranteed Annual Income Law?
3. During a period of inflation, what steps would probably be taken by the Federal Reserve System?
4. How could a bank fail with all of the safeguards that now exist?

Conclusion

I (think - do not think) that there are sufficient built-in stabilizers to control our present day economy. Explain your answer. _____

_____

_____

_____

Activities for Subproblem b: What can the government do to influence the economy?

Student reports:

1. Employment Act of 1946
2. Rediscount Rate or Discount Rate
3. Tariff Commission
4. Federal taxing policy
5. Federal tax cut of 1964
6. Kennedy price guidelines and quarrel with Steel Industry
7. Highway construction
8. Defense budget (Military spending)
9. Hill-Burton Act for hospital construction
10. Model cities
11. Urban renewal
12. Federal aid to education
13. Lockheed and the C5A
14. TFX Controversy
15. Open market operation

Displays:

1. Chart showing the Federal Budget
2. Collection of photographs of Federal Projects

Dramatization and demonstration:

1. President meets with his council of economic advisers and key cabinet members to discuss ways to stimulate the economy.

Buzz groups:

1. Should the President have the power to raise or lower taxes within a 10% range without the consent of Congress?
2. Do you think a Black Market would spring up in America today if price controls were established?
3. Why did President Johnson ask Americans not to travel abroad during his administration?
4. Is the "gold drain" a problem now?

Conclusion

I (believe - do not believe) the government is an important factor in influencing the economy because _____

_____

_____

_____

Activities for Subproblem c: What problems exist in using the preventive devices?

Student reports:

1. Fiscal policy
2. Monetary policy
3. National Debt
4. Deficit spending
5. Balanced budget
6. Inflation
7. Eisenhower and his disregard of the Council of Economic Advisors
8. Practices of log rolling and pork barreling
9. Disagreements over the desirability of a balanced budget
10. Desire to curb inflation and maintain full employment
11. Political problems of adjusting taxes
12. Nixon-Mansfield difference of opinion over the state of the economy in the summer of 1970.
13. Conflict of priorities: Space program, welfare, urban renewal, defense.
14. Conflict between President Truman and Republican Congress: Changes in tax structure.
15. Black Market in 1946
16. Conflicts between proponents of a managed economy and a laissez-faire economy.
17. Lobbyists and pressure by special interest groups

Displays:

1. Cartoons on the conflict between proponents of a managed economy and a laissez-faire economy.

Dramatization and demonstration:

1. Irate husband scolds wife and tries to explain the difference between a family budget and the national budget; therefore her checkbook must balance.
2. Lobbyist for farm groups attempting to persuade Congressman to raise farm price supports in a time of inflation.
3. Man argues with his elderly father about whether credit cards should or should not be used.

SPECIAL POLL

Poll of adults: Economic attitudes

a. Should budget of government be balanced?
   Yes No No Opinion

b. Should we have high tariffs against imports?
   Yes No No Opinion

c. Is the Federal Government responsible for preventing depressions?
   Yes No No Opinion

d. Should dollar bills be backed by an equivalent amount in gold?
   Yes No No Opinion

e. Do you think big business should be left alone or should be subject to regulations?
   Yes No No Opinion

f. Do you think labor should be left alone or should be subject to regulations?
   Yes No No Opinion

Buzz groups:

1. Have the high tax rates and complicated tax structure of present day America had an effect on the ethics and morality of our citizens and businessmen?
2. Does economic planning by the Federal Government affect our individual personal liberty?
3. Analyze the validity of the following statements. In each case, explain carefully why you accept or reject the statement.
   a. Government's budget should not spend more than it takes in for the same year.
   b. Sales taxes burden the poor, so they are inequitable taxes.
   c. In the past, booms have always been followed by depression, so we can look forward to a real depression in the next few years.
   d. Millions are hungry in Asia, but government-owned wheat rots in storage bins. This farm policy could not be more nonsensical.
   e. Gold should back all the money.
4. In your opinion, do we have a planned economy or a market economy at the present time?

Conclusion

I (believe - do not believe) that there are significant problems in using and knowing how to use the preventive devices designed to prevent a depression. Justify your answer. _____

_____

_____

_____

Overall Judgement

I (do - do not) believe that this nation could have another "Great Depression" because _____

_____

_____

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TIME ALLOTMENT	ISSUE OR PURPOSE OF INQUIRY	HISTORY LESSONS
	ISSUE: WORKER - MANAGEMENT CONFLICT	
	FOCUS:	
	A. What are the causes of worker-management conflict?	Worker Security v. Employer Rights
	B. What methods and tactics have each used in opposing the other?	Labor Unions v. Management Organizations: A Struggle of Power and Politics
	C. How have worker-employer conflicts been resolved in the past?	Labor - Management Warfare
	D. What does the future hold for worker-management conflicts? What should it be?	Change and Challenge
	Unit comprising economic, social, and political history	

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Lesson 55

WORKER SECURITY V. EMPLOYER RIGHTS

I. The Evolution of the Factory System
   A. Power-driven machinery
   B. Large financial investments
   C. Assembly line techniques
   D. Reduced need for skilled labor

II. Issues Dividing Employer--Employee
   A. Cost of safety devices v. hazardous conditions
   B. Increased production v. shorter working day
   C. Child labor: freedom to hire v. laws to protect
   D. Profits v. poverty

III. Case Study: The Latter 19th Century
   A. The coal miner
   B. The coal magnate

Problem

Why is there a conflict between employer rights and worker security?

a. Why could the laborer as an individual no longer bargain with his employer under the factory system?

b. What is the dispute between employer rights and worker security?

Activities for Subproblem a: Why could the laborer as an individual no longer bargain with his employer under the factory system?

Student reports:

1. The apprenticeship system
2. The master craftsman and his fraternal organizations
3. Skills required in shoemaking before machinery
4. Skills and process of being a weaver
5. Waves of new immigrants after 1830
6. The steam engine: a new source of power and a new cost
7. The use of the corporation to finance a factory

8. The rise of coal mining: a substitute for charcoal
9. The blacksmith shop: employer and employee, side by side
10. Samuel Slater and the introduction of textile machinery
11. Eli Whitney: interchangeable parts and assembly-line technique
12. The sewing machine and the clothing industry
13. The wage system

Displays:

1. Chart showing the apprenticeship system.
2. Diagram of how a corporation operates to raise money.
3. Chart showing waves of unskilled immigrants after 1830.
4. Illustrate a scene in a small shop where the employee and employer work side by side under the same conditions---contrast this with a scene of a larger factory in which dozens of workers operate machinery under the supervision of a manager.

Dramatization and demonstration:

1. Demonstrate a small assembly line with interchangeable parts.
2. Dramatize the skills of the shoemaker and his pride in displaying the products of his craft to buyers. Compare this to a factory assembly line in which worker is fired and replaced for being sleepy; replaced by a child!
3. Dramatize or role-play a conversation between two well-to-do men who wish to set up a corporation to raise money for a new flour mill.

Buzz groups:

1. Why do you think it was easier to shift from a worker position to being an independent employer before the use of expensive machinery?
2. Why would working in an assembly line require less skill than making an entire product?
3. Why do you think it was more difficult for the average man to start his own manufacturing business after the factory system was established?
4. Why do you think the abuse of child labor became a greater problem after the factory system was in operation?

Conclusion

The laborer as an individual could no longer bargain with his employer under the factory system because _____

_____

_____

_____

Activities for Subproblem b: What is the dispute between employer rights and worker security?

Guest speaker:

1. An employer or manager and a representative from a labor union.

Student reports:

1. Wages and hours: 1820 to 1900
2. The rise of paupers from 1810 to 1900
3. Conditions in the coal mines in 1900 and today
4. The "breaker boys" in a coal mine
5. Child labor: 1900 and before
6. Differences over taxation: income tax, inheritance tax, sales tax, etc.
7. Tragic fire at the Triangle Waist Company in New York, 1911
8. Theodore Dreiser: SISTER CARRIE (1901), THE FINANCIER (1929), and THE TITAN (1914)
9. Frank Norris, THE OCTOPUS
10. Thorstein Veblen, THE THEORY OF BUSINESS ENTERPRISE (1904)
11. Problems of poverty for the aged
12. The Sweat Shop and tenement piece-work operations
13. Differences over role of government: Laissez-faire v. regulation (Review outline of Lesson 31)
14. Herbert Spencer and William Graham Sumner's Social Darwinism (Lesson 31)
15. The incentive theory: Attractive rewards for investments
16. Henry Demarest Lloyd, WEALTH AGAINST COMMONWEALTH (1894)
17. The plight of injured workers
18. Life of the wealthy during the gilded age compared to life of the laborer (See Allen, BIG CHANGE)
19. Hazardous and unsanitary working conditions

Displays:

1. Chart of distribution of the national income or wealth.
2. Illustrations of scenes in factories.
3. Illustrations of palatial homes of gilded age tycoons.
4. Illustration of a child laborer subjected to conditions and demands of the latter 19th century.
5. Chart of wages and hours in the period from 1860 to 1910 approximately.
6. Illustrations of the scene of the fire at Triangle Waist Company.

Creative writing.

1. Diary of a social worker among laborering masses of New York City.
2. Autobiography of a successful, self-made factory owner.

Dramatization and demonstration:

1. A classroom scene in which professor William G. Sumner lectures his students on the desirability of Social Darwinism--letting survival of the fittest take its due. Students might challenge his values and theories--thus presenting the side of the laborer. (Lesson 31 on Social Darwinism)
2. A group of angry and weary laborers grumbling about working conditions, hours, and wages.
3. Mother and children in their tenement making paper flowers way into the night for a meager living. Mother must prompt and gently awaken the children to keep them at the job.
4. Individual worker goes to employer to complain and ask for improvement in wages and working conditions. He explains the problems facing workers. Employer is displeased and fires worker. He explains that the worker is free to go elsewhere and work. . .that the business cannot afford the expense of higher wages, etc.

Buzz groups:

1. George Fitzhugh, a Southern author before the Civil War, talked about "wage slaves" and said they were worse off than slaves in the South because the slave was not turned out to starve when he became old or injured. Do you agree or disagree?
2. Workers wanted to limit the number of immigrants which could come into the U.S. while employers fought efforts to limit immigration. How would you explain the view and motives of each?
3. The employer of the 19th century felt that he had a right to pay workers the lowest wage possible. If the workers did not like the wage level, they had a right to seek work elsewhere. Do you think this was a fair or unfair argument? Why?
4. How do you think employers defended the use of child labor for long hours?
5. Was the dispute between employer and worker a matter of jealousy of the employer by the worker? Or do you think it was exploitation of the workers by their employers? Why?

Conclusion

The dispute between employer rights and worker security centered around _____

_____

_____

Overall Judgement

I think there was a conflict between employer rights and worker security because _____

_____

_____

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4. Todd, Curti, Rise of the American Nation, pp. 240, 242, 286, 279-94, 301, 340, 425, 452, 457, 490, 492-500, 527-28, 536
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Lesson 56

LABOR UNIONS V. MANAGEMENT ORGANIZATIONS: A STRUGGLE OF POLITICS AND POWER

I. Strength Through Unity
   A. Labor unions
   B. Management organizations

II. Weapons of Labor
   A. Boycott
   B. Strike
   C. Sabotage
   D. Slow-down

III. Weapons of Management
   A. Lockout
   B. Iron clad oath or yellow dog contract
   C. Court injunction
   D. Blacklist
   E. Strike breakers
   F. National or state troops

IV. The Knights of Labor: Case Study

Problem

Before 1920, who had the stronger organizations, labor or management?

a. What were the organizations of management and labor and what were their goals?

b. Which group--labor or management--had the more powerful weapons and the greater influence with the public, the politicians, and the courts?

Activities for Subproblem a: What were the organizations of management and labor and what were their goals?

Guest speakers:

1. Representative of the AFL-CIO or another labor union, and a representative of the National Association of Manufacturers, together.

Student reports: (Give the goals and organization of the following)

1. National Trade Union, 1834-1837
2. Knights of Labor, 1869-1886
3. National Labor Union, 1866-1872
4. American Federation of Labor, 1886-1955
5. Industrial Workers of the World, 1905-1925
6. Congress of Industrial Organizations, 1837-1955
7. AFL-CIO, 1955 on
8. Samuel Gompers and the Cigarmakers' Union
9. John L. Lewis and the United Mine Workers
10. National Association of Manufacturers, 1895 on
11. General Managers' Association (early association of railroad officials)
12. Northern Textile Association, 1854 on
13. Chamber of Commerce, 1912 on
14. American National Stove Manufacturers and Iron Founders Association, 1866
15. Association of American Railroads

Displays:

1. Chart of the life and death of major labor unions (in order of appearance)
2. Literature and pamphlets from various labor and management organizations (Addresses may be obtained in World Almanac)
3. Chart listing the goals of the Knights of Labor.
4. Chart of goals of the National Association of Manufacturers.
5. Chart showing types of laborers included in each of the major labor unions throughout history.
6. List of some management associations in special fields.
7. List of goals of the AF of L under Gompers.

Dramatization and demonstration:

1. Meeting of employers in which they discuss with alarm and anger, the growth of labor unions. They decide to form an association or union of managers and employers to combat the union movement.
2. Plan a robed ritual and initiation ceremony for the Knights of Labor. (Keep in mind their idealistic goals and purposes)
3. Speech by Terence Powderly, leader of the Knights of Labor, or one which he could reasonably have given.
4. Speech which might have been given by Samuel Gompers to workers at a meeting of the AF of L.
5. Scene in which National Union of Cigarmakers is born. Cigarmakers in an upper story of a tenement discuss problems and solutions as they work. (1864)

Buzz groups:

1. In the early days of trade unionism, many workers thought they would be laborers only a short time until they could save enough money to move west or start their own business. Why would this hope be a handicap to the formation of unions?
2. Why do you think the labor unions changed from having broad social goals which would improve all of society to economic gains for union members?
3. Why do you think that management-employer organizations have generally had longer lives than labor unions?
4. Generally, employer associations were formed after a labor union was formed in a particular industry. Why do you think this was true?

Conclusion

The goals of labor and management organizations differed in the following ways: _____

_____

_____

_____

Activities for Subproblem b: Which group--labor or management--had the more powerful weapons and the greater influence with the public, the politicians, and the courts?

Student reports:

1. The blacklist
2. Contract Labor Law of 1864 (Immigrants brought over by industrialists)
3. Mollie Maguires: Their use of sabotage and their undoing by the Pinkerton Detectives
4. Lochner v. New York (1905)
5. The Haymarket Affair: Guilt by association
6. The Supreme Court and labor's boycott: The cases of Danbury Hatters' boycott and the Buck's Stove and Range Company case
7. The Supreme Court and the nullification of Child Labor Laws
8. The jailing of Eugene V. Debs, in the Pullman strike
9. Horatio Alger and his rags to riches themes: individualism and luck
10. Court injunctions: the legal victory of management
11. The lockout and the strike: "no work" tactics of labor and management
12. Frontier tradition of individualism and self-reliance in America
13. Commonwealth v. Hunt, 1842
14. Politicians and railroad passes
15. The overthrow of Child Labor Laws in the courts
16. Louis Brandeis and the victory in Muller v. Oregon, 1908
17. 1895 decision of Illinois Supreme Court against laws limiting hours

Displays:

1. Notes featuring coffin signifying the displeasure of the Mollie McGuires.
2. Facsimile of a blacklist.
3. Facsimile of a yellow dog contract or iron clad oath.
4. A picket sign of labor.
5. Cartoons explaining or showing the lockout, the strike, the boycott, collective bargaining, the court injunction, use of strike breakers, and use of detectives.

Creative writing:

1. Write an article for a large newspaper chain on the Haymarket affair. Remember that the owner of the newspaper chain is not generally favorable to labor before 1920.

Dramatization and demonstration:

1. Role-play two people talking about the Haymarket affair with disapproval and disgust.
2. Role-play an employer explaining the iron clad oath or yellow dog contract to a new applicant for a job.
3. Role-play workers arriving for work at a factory to discover that they have been locked out by the employer.
4. Role-play the employer and his managers discussing the problems and losses brought on the company by the strikers. Also discuss the plans to bring immigrant strike-breakers into the positions as replacements.
5. Role-play a skillful lawyer for management arguing before a judge for an injunction against a strike.

Buzz groups:

1. The case: In New York in 1915, the New York Canners' Association fought for a law which would extend the work week to 72 hours. They were opposed by a labor organization, the Women's Trade Unions League, who wanted the existing law for a ten-hour day to be enforced. The Canners succeeded in getting the law for the 72-hour week passed both houses of legislation but it was vetoed by the governor. In spite of this veto, the canners continued until the 1930's to require the 72-hour week in most instances even though it was illegal. They were rarely penalized or fined even when investigating boards found great amounts of evidence. Which group --labor or management--was the stronger? Why do you think?
2. Most strikes failed before World War I. How do you think this affected the strength and prestige of labor unions?
3. Most of the court decisions before the 1930's favored management over the case of labor. Why do you think this was true?
4. Early labor unions favored arbitration (having a neutral party decide the question) rather than strikes. However, management refused to agree to arbitration. What alternatives were left to labor?
5. The public before 1920 generally disapproved of strikes but felt that lockouts by management were all right. Why do you think they felt this way? How do you feel?

Conclusion

I think that (labor - management) was the most influential with the courts and politicians because _____

_____

_____

_____

Overall Judgement

I think that (labor - management) had the stronger organization in the period before 1920 because _____

_____

_____

_____

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Discovery Exercise

Lesson 56

WHICH HAD THE GREATER ADVANTAGE AND THE STRONGER WEAPONS ---
LABOR OR EMPLOYERS?

A. "It was true that $1 a day was not enough to support a man and five children, if a man would insist on smoking and drinking beer. Was not a dollar a day enough to buy bread? Water costs nothing. Men cannot live by bread, it is true; but the man who cannot live on bread and water is not fit to live. When a man is educated away from the power of self-denial, he is falsely educated. A family may live on good bread and water in the morning, water and bread at midday, and good water and bread at night. Such may be called the bread of affliction, but it was fit that man should eat of the bread of affliction. Thousands would be very glad of a dollar a day, and it added to the sin of the men on strike for them to turn and say to those men, 'You can do so, but you shall not.' There might be special cases of hardship, but the great laws of political economy could not be set at defiance. He concluded by declaring that in the end, the men on strike would be defeated, trade resumed, and prosperity once more reign throughout the land."

Sermon against strikers by
Henry Ward Beecher, 1877

1. Do you agree or disagree with this sermon against the strikers? Why?
2. What do you think he meant when he said prosperity will return after the strike fails? Prosperity for whom?
3. Do you think the fact that this was a sermon would give it added influence with people?

B. "I am thirty-five years old, married, the father of four children, and have lived in the coal region all my life. Twenty-three of these years have been spent working in and around the mines. My father was a miner. He died ten years ago from 'miners' asthma. . . .

"In the fifteen years I have worked as a miner, I have earned the average rate of wages any of us coal heavers get. Today I am little better off than when I started to do for myself. I have $100 on hand; I am not in debt; I hope to be able to weather the strike without going hungry. . . .I did not strike because I wanted to; I struck because I had to. A miner--the same as any other workman--must earn fair living wages, or he can't live. And it is not how much you get that counts. It is how much what you get will buy. I have gone through it all, and I think my case is a good sample. . . .In 1890-91, from June to May, I earned $368.72. That represented eleven months' work, or an average of $33.52 per month. Our rent was $10 per month; store not less than $20. And then I had my oil suits and gum boots to pay for. The result was that after the first year and a half of our married life we were in debt. Not much, of course, and not as

much as many of my neighbors, men of larger families, and some who made less money, or in whose case there had been sickness or accident or death. These are all things which a miner must provide for. . . .Our condition can be no worse: it might and must be better. The luxuries of the rich we do not ask; we do not want butter for our bread and meat for our soup. We do not want silk and laces for our wives and daughters. But we want to earn enough to buy them a clean calico once in a while. Our boys are not expecting automobiles and membership cards in clubs of every city, but they want their fathers to earn enough to keep them at school until they have a reasonably fair education."

Coal miner, 1902

1. Why did this miner strike? Do you think he was right to strike? Why or why not?
2. How long do you think his $100 will last? Do you think this will be long enough to win the strike? Why or why not?

C. "The rights and interests of the laboring man will be protected and cared for, not by the labor agitators, but by the Christian men to whom God in His infinite wisdom has given the control of the property interests to the country. Pray earnestly that the right may triumph, always remembering that the Lord God Omnipotent still reigns and that His reign is one of law and order, and not of violence and crime."

George Baer, President of Philadelphia and Reading Railroad

1. Who, do you think, wrote this -- a laborer or an employer?
2. What words used, do you think, would make a good impresson on the public?
3. From just reading this, how would you picture a union leader? An employer?

D. "The corresponding secretary of the 'Iron Founders' and Machine Builders' Association of the Falls of Ohio' shall put himself into communication with all the parties of the principal cities of the United States engaged in similar business to that of the members of the Association and suffering under the same grievances. . . .He shall endeavor to cause the interested parties to form similar associations to ours. . . .In case no association can be formed. . .the corresponding secretary shall correspond with individual firms of other cities. . . .Should the employees in any of our establishments stop work in order to force their employers to submit to unreasonable demands, the. . .Association. . .shall not employ any man engaged in such strike. The names of the parties engaged in any attempt to force their employers to submit to unreasonable demands shall be sent in circular at the expense of this Association to all the other Associations in order that they may be prevented from getting employment until they withdraw from the 'Moulders' Union' or cease to attempt the enforcing of their unjust demands."

Iron Founders' and Machine Builders' Association
Principles and statement of grievances adopted at their organizational meeting, 1863

1. What seems to be one of the compelling reasons which motivated these employers to form an organization?
2. How does the "blacklist" work?
3. How are the demands of the laborers described?

E. ". . .do you think it right to have these men proscribed by the different railroad officials because they are in difficulty with one company. . . . There seems to be a determination not only to pursue these men to the bitter end, but to break up an organization that they happen to belong to. . . .To this we wish to enter our united protest, . . .We have reliable information that lists names of all the men in any way connected with this strike are in the possession of most of the railroad companies throughout the country and that some of the officials have given out the word that not one of these men can get a job on their road. . . .We do not wish to be understood as claiming the right to dictate who shall be hired by any company. . . .We appeal to you as men who profess to be willing to do right. . . ."

Brotherhood of Locomotive Engineers' protest note, June, 1866

1. Do you think the blacklist was a common tactic used by employers in many kinds of industries? What evidence can you give for your opinion?
2. Do you think the organization has been hurt by the blacklisting? Why or why not?
3. What is the tone of the note? Are they arguing from a position of strength or weakness?

F. "The OSTENSIBLE OBJECT of your organization, I understand, is to ADVANCE THE MORAL, SOCIAL, AND INTELLECTUAL CONDITION OF THE LOCOMOTIVE ENGINEERS', and to thereby elevate their standard of character as a profession. . . . Any attempt on the part of your members of your organization to place your body in antagonism to your employers. . .should be promptly and immediately checked, and such evilly disposed persons cured of their error, or summarily expelled from your deliberations. . . ."

Superintendent of the Erie Railway, 1866

1. Why do you think this note is so uncompromising?
2. Why does the superintendent want the union to limit its concern to the moral, social, and intellectual aspects of the engineers?
3. What threat and demand is he making?

U. S. HISTORY III

Conclusion

I think that the greater power and stronger weapons belonged to (labor - management) before the 1920's because _____

_____

_____

_____

Lesson 57

LABOR-MANAGEMENT WARFARE

I. Worker Insecurity
   A. Arbitrary wage cuts
   B. Company towns
   C. Hazardous working conditions
   D. Subsistence living standards (barely life sustaining)

II. Strikes and Warfare
   A. Railroad strikes, 1877
   B. Homestead Strike, 1892
   C. Pullman Strike, 1894
   D. Coal Strike, 1902
   E. Steel Strike, 1919

III. Radical Alternatives to Strikes
   A. Sabotage and terrorist organizations
   B. American Socialist Party (political)
   C. Marxist revolutionaries

Problem

Was labor forced to use strike weapon or was this an unreasonable extreme?

a. What conditions lay at the root of these major labor disputes?
b. What were the tactics used by management and labor?
c. What were the alternatives to strikes?

Activities for Subproblem a: What conditions lay at the root of these major labor disputes?

Student reports:

1. Railroad workers' wage cuts in 1877
2. The fuse for the 1877 rail strike: Martinsburg, West Virginia
3. Andrew Carnegie's position on unionization of Homestead Steel Plant
4. Homestead, Pennsylvania--a nice place to live?
5. Wage cuts at the Homestead plant - a way to "get" the union?

6. Pullman's town: not a "low-rent" district
7. Wage cuts at Pullman in the winter of 1893-94
8. George M. Pullman's attitudes towards unionism
9. The "miner's ton" - did it get heavier around 1900?
10. Working conditions in coal mines at turn of century
11. Mine owners' representative George F. Baer's "divine right" position in 1902 coal dispute
12. U. S. Steel's reaction to attempts by AF of L to organize steel workers in 1919
13. Working conditions for steel workers in 1919

Displays:

1. Picture of inside of coal mine in late 1800's
2. Newspaper advertisement offering jobs at U. S. Steel Plant to nonunion workers only
3. Letter from Pullman to employees announcing wage cut during winter of 1893-94

Musical expression:

1. "Sixteen Tons" by Tennessee Ernie Ford

Dramatization and demonstration:

1. Group of workers presenting complaints to general manager of Homestead Steel Plant in 1892.
2. "Union agitator" telling group of miners why they should strike for their rights (1902)
3. Railroad foreman telling group of workers why wage cuts are necessary and how management is suffering as well.
4. U. S. Steel spokesman holding press conference to explain why the workers' demands in 1919 were unreasonable and unjustified.
5. A Pullman employee decides to move on but is presented with a huge bill from the company store. Charges are continually added for various things. He's tied!

Buzz groups:

1. George M. Pullman refused to deal with unions, stating he would deal with his employees as "individuals and men" but not as members of an organization. If an "individual" didn't like the way he was being treated, what do you think he could do?
2. If you had been a railroad worker in 1877 how do you think you would have reacted to the wage cuts?
3. A Pullman worker was quoted as saying: "We are born in a Pullman house, fed from the Pullman shop, taught in the Pullman school, catechized in the Pullman church, and when we die we shall be buried in the Pullman cemetery and go to the Pullman hell." Do you think the Pullman worker was much better off than the feudal serf?
4. If cheaper labor is available, do you think business should be forced to pay workers a higher wage?

Conclusion

I think the following conditions lay at the root of these major labor disputes: _____

_____

_____

_____

Activities for Subproblem b: What were the tactics used by management and labor?

Student reports:

1. U. S. Steel's attempts to use friction between races and nationalities to split strikers in 1919.
2. The use of troops to end the railroad strike of 1877.
3. The "shoot-out" at Homestead Steel (Pinkerton Detectives face heavy artillery)
4. Differences between Governor Altgeld and President Cleveland on use of troops in Pullman strike.
5. Troops storm the Pittsburgh depot in 1877
6. The boycott of Pullman cars in sympathy with the Pullman strike.
7. The lockout at the Homestead Plant.
8. The Pullman strike covered by a "blanket injunction"
9. Federal troops protect strikebrakers in 1919 steel strike
10. The "Union War Chest" - how the non-striking soft-coal miners helped the striking hard-coal miners in 1902.
11. The miners' use of public opinion in the 1902 strike.
12. The "unorganized" strike of 1877 - how did it get called?

Displays:

1. Fortifications at Homestead plant the workers erected in preparation for Pinkerton Detectives.
2. Newspaper headline in 1877 proclaiming "labor revolution"
3. Poster warning against clearing trains with Pullman cars (the boycott)
4. Poster advertising positions for nonunion labor to replace strikers in 1919 steel strike.
5. Picket sign in 1919 reading "Don't be a SCAB"

Dramatization and demonstration:

1. Representatives of labor and management at the bargaining table during 1902 coal strike (each arguing for his own side)
2. John Mitchell, United Mine Workers' president, telling group of miners they should not make distinctions among themselves because of color or nationality because "The coal you dig isn't Slavish or Polish or Irish coal, it's coal."
3. Robert M. Ammon, leader of Pittsburgh group, telling members of other groups during 1877 strike why they should present a united front.

Buzz groups:

1. If you had been a farmer or merchant in the late 1800's what do you think would have been your reaction to the tactics used by labor to secure its goals? The tactics used by management?
2. If you had been a labor leader in the late 1800's, what tactics would you have considered to further labor's position?
3. If you were a striking worker and your job was being filled by a scab, how do you think you would react? Would you come back at the pay the scab was receiving?
4. Do you think public opinion plays a part in which side comes out on top in a labor dispute? Why should either side care what the public thinks?
5. Why do you think the troops were always called in to put down the strikers? Why did they never force management to come to a settlement?
6. Violence was not a deliberate tactic in most disputes, but the pressure of the strike made tempers rise and violence followed. Do you think labor was responsible for the violence or management?
7. In the coal strike of 1902, Teddy Roosevelt intervened and pressured both sides into submitting the matter to arbitration which eventually decided in labor's favor. Why was this a milestone on a significant sign in labor-management conflict?

Conclusion

The tactics used by management and labor were _____

_____

_____

_____

Activities for Subproblem c: What were the alternatives to strike?

Student reports:

1. "Wobblies" (Industrial Workers of the World)
2. Eugene V. Debs
3. Socialist Labor Party
4. The International Workingmen's Association (founded by Karl Marx)
5. The proper methods to achieve socialism: Ferdinand Lasalle vs. Karl Marx.
6. Johann Most, American anarchist: his plan for "reform"
7. William D. (Big Bill) Haywood
8. Denis Kearney and the Workingmen's party of California
9. The Socialist Party of America (founded 1901)
10. Elizabeth Gunley Flynn
11. Edward Bellamy, author of Looking Backward (1888)

Displays:

1. Cartoon depicting the main principles of Socialism.
2. Design a cover for Edward Bellamy's book, Looking Backward
3. Draw a cartoon of a "Wobblie" as an unsympathetic journalist in the early 1900's might have.

Dramatization and demonstration:

1. Present a debate between a Wobblie and a member of the AF of L over how labor should correct the ills of society: reform or revolt?
2. Present a campaign speech for a Socialist candidate for President: what can the Socialist offer America?
3. Present a debate between a Wobblie and a "loyal citizen" who protests against the Wobblies' aims and tactics.

Buzz groups:

1. The union movement made big gains in the United States but the radical labor movement (Wobblies, etc.) never really caught on. Why do you think Americans were unwilling to accept the concepts of socialism and radicalism?
2. The radical labor movement expressed itself through the Socialist political party, but most of the labor movement works through the main political parties. Why do you think the radical labor movement needed a special political party to express its views?
3. If you were a farmer or merchant would your feelings be stronger about the radical labor movement than moderate union movement? Why and in what way?
4. Do you think that the use of sabotage and terror tactics helped labor to achieve its goals? Does the radical labor movement have the same goals as the moderate labor movement?
5. Do you think the moderate labor movement has any effective alternatives to strikes available?

Conclusion

The alternatives to strikes were _____

_____

_____

_____

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3. Shafer, Augspurger, McLemore, United States History, pp. 375-76, 405-06, 407, 410, 420-21, 431, 570, 580
4. Todd, Curti, Rise of the American Nation, pp. 422, 495-97, 499-500, 527-28, 618, 797
5. Wade, Wilder, Wade, A History of the United States, pp. 478-81, 505, 522, 552, 558, 560, 647-48

Lesson 58

THE UMPIRE: BIG GOVERNMENT

I. Rejection of Unions: 1920's
   A. Company unions and welfare capitalism
   B. Stigma of radicalism
   C. Decline of Progressive Movement
   D. Employer hostility
   E. Position of federal government

II. Endorsement of Unions: 1930's
   A. Norris-La Guardia Act
   B. Section 7a of National Industrial Recovery Act
   C. National Labor Relations Act (Wagner Act)
   D. Fair Labor Standards Act

III. Post-war Fear and Dislike of Unions
   A. Taft-Hartley Act, 1947
   B. Landrum-Griffin Act, 1958
   C. States' Right-to-work laws

Problem

Does public opinion affect public or government policy?

a. What things have caused the public to dislike and be suspicious of unions?
b. What are the roots of favorable feelings toward unions?
c. How has public or government policy changed since 1920?

Activities for Subproblem a: What things have caused the public to dislike and be suspicious of unions?

Guest speakers:

1. Representative from a right-to-work organization (perhaps have union representative come at the same time)
2. Representative of NAACP to discuss labor unions and racial prejudice.

U. S. HISTORY III

Student reports:

1. The unpopularity of the Industrial Workers of the World, 1925
2. Boston Police strike and the hero: Calvin Coolidge
3. William Z. Foster: going--going--gone communist!
4. The "Soviet Ark"---1919
5. Fear of Bolshevism after 1917
6. The company union and the philosophy of welfare capitalism
7. President Truman and John L. Lewis: The United Mine Workers Strike of 1946
8. Jimmy Hoffa, the Teamsters, and Robert Kennedy
9. The National Association of Manufacturers and antilabor pamphlets
10. Labor union barriers against minority groups
11. The Eastman Plan (In Scott, Foresman paperback Labor In American Society)

Displays:

1. Pamphlet literature against unions from the National Association of Manufacturers (Address in World Almanac)
2. Antilabor cartoons from newspapers and magazines
3. Right-to-work literature and propaganda
4. Cartoon in which tags of "Communism" or "radical revolutionaries" are placed around the necks of labor union leaders.

Dramatization and demonstration:

1. Two bankers discuss labor unions and how they are filled and led by wild-eyed "Bolsheviks" time: 1920's
2. Scene is the sailing of the "Soviet Ark" in 1919. Spectators converse and hope future sailings of such ships will rid the nation of labor agitators!
3. Two laborers talk and read latest company bulletin about giving vacations, fixing of a new coffee lounge, and the date of the "company picnic." They wonder why anyone would want to join a union when they work for such a kind employer.
4. Two congressmen discuss the need of passing the bill against corruption in labor unions which is sponsored by Landrum and Griffin.

Buzz groups:

1. Many people are now associating racial prejudice with labor unions. Do you think this image of labor has affected labor's popularity with their long-time champions, liberals and intellectuals?
2. What do you think of when you hear the name "Jimmy Hoffa"?
3. Why do you think groups opposing labor unions have chosen the label of "right-to-work" for their organizations?
4. Why do you think employers prefer that their workers belong to a "company union" supported by the company, rather than a labor union supported by union dues?
5. When employers blame price increases on labor unions, how do you think this affects public feeling toward unions?

Conclusion

Things which caused dislike and suspicion of unions were _____

_____

_____

_____

Activities for Subproblem b: What are the roots of favorable feelings toward unions?

Guest speakers:

1. Labor union representative or member (may be invited at the same time of a right-to-work advocate)
2. Widow of a labor union member to discuss how the union affected their lives

Student reports:

1. The life and career of Francis Perkins: "Madam Secretary"
2. The position of employers on child labor laws in the 1920's. (Read passage D in Discovery Exercise Lesson 39, page 45 of this guide.
3. Massive layoffs and firings during the Great Depression.
4. Need for greater security--refer back to lesson the Legislation for Security, page 51 of this guide.
5. The humanitarian concerns toward the reduction of poverty, the education of children, etc.
6. Increase in wages and benefits in highly unionized industries such as brick masons, steel workers, and plumbers.
7. The conditions under which laborers lived and worked in the latter 1800's and early 1900's.
8. Extravagant display of wealth in the gilded age by employers and the upper class.

Displays:

1. Charts showing labor's portion of the national income before government's endorsement of unions in the 1930's and afterwards.
2. Prounion literature and pamphlets from the AFL-CIO Office (Address in the World Almanac, also local office)
3. Scenes of living conditions of laborers in the late 1800's and early 1900's.
4. Cartoons showing employers as greedy, fat figures, etc.
5. Prolabor political cartoons.

Dramatization and demonstration:

1. Meeting of workers discussing why they need to form a union.
2. Tableaux on child labor and the need for laws to restrict it.

Buzz groups:

1. Do you think the ideal of democracy and equality can be related to favorable feelings toward labor and labor unions?
2. The Great Depression greatly affected the feelings of the public toward labor-management relations. How do you think it changed public attitudes and why?

Conclusion

I think that attitudes toward labor became more favorable during the 1930's because _____

_____

_____

_____

Activities for Subproblem c: How has public or government policy changed since 1920?

Guest speakers:

1. Commissioner of Labor at the State Capitol.
2. Officials from the local U.S. Department of Labor located in the N.W. 3rd Street Post Office Building (listed under U.S. Government, Labor in the directory)

Student reports:

1. The "sick chicken case": Schecter v. U.S.
2. The NRA Codes
3. Policies concerning the use of injunctions: The Clayton Act, 1914; its weakening in Duplex Printing Press v. Deering, 1921; the Norris-La Guardia Act, 1932; and Taft-Hartly, 1947.
4. Views on rights to unionize and bargain collectively without penalty
5. Smith-Connally Act against striking in wartime, 1943
6. Labor-Management Reporting and Disclosure Act, 1959
7. Minimum wage and hour laws
8. Laws regarding "yellow dog contracts", today and yesterday
9. Laws and court decisions concerning child labor
10. La Follette Committee on antilabor violence, 1937
11. Adamson Act, 1916
12. National Labor Relations Board
13. Laws and court decisions on labor's use of the boycott
14. Hugh Johnson
15. McClellan Committee, 1950's

Displays:

1. Blue Eagle insignia and what it meant
2. Cartoon on the "sick chicken case"
3. Cartoon on the conflict between the New Deal and the Supreme Court before 1937

4. Cartoon showing big government as the umpire between big labor and big business.
5. Cartoon showing labor under the heel of management while the federal government looks on with indifference, this should be labeled with a "today or yesterday."

Dramatization and demonstration: (Skits of contrast)

1. Two scenes---The first takes place in 1890; a senator is approached by an industrialists and asked to vote against a prolabor law; the senator assures him that he remembers their power and favors and will vote no. The second skit takes place in 1932. The senator's seat is now filled by his son elected after his death. He is approached by labor union leaders to vote for the Norris-La Guardia Act; the senator remembers that he is from Pennsylvania, a state of powerful unions. He promises to vote for the bill, not against it, as his father had done.
2. Three scenes with presidents---The time is the 1920's; Calvin Coolidge speaks against strikes and labor unions. Second scene is Franklin Roosevelt speaking for fair labor practices and higher wages. The third scene shows Harry Truman explaining why he vetoed the Taft-Hartly Act. Ask the class what change in public attitude is indicated and why?
3. Two scenes---First scene is a meeting of mine workers in 1870's. It is announced that the governor has sent in the national guard to break the strike. Second scene a meeting of mine workers in 1946 in which it is announced that the courts have fined the union for striking. Ask the class to discuss--Had government policy changed?

Creative writing:

1. Write a set of fair labor codes for today such as those for the NRA.

Buzz groups:

1. Why do you think the government had to pass a law in order that labor unions might receive the right to bargain with their employers?
2. Do you think the experience of fighting World War II affected the public's attitude toward strikes? Explain your view.
3. Do you think that the government should act as an umpire in labor-management disputes? Why or why not?
4. Some people say that prolabor strength and feeling has gone down since World War II and that the tide has turned against labor again. Do you agree or disagree?

Conclusion

I think that government policy toward unions has changed since 1920 in the following ways: _____

_____

_____

_____

U. S. HISTORY III

Overall Judgement

I think that public opinion (has - has not) affected public or government policy toward labor throughout American history because _____

_____

_____

_____

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Discovery Exercise

Lesson 58

WOULD YOU HAVE VOTED FOR OR AGAINST THE TAFT-HARTLEY ACT?

A. Representative Fred Hartley, Jr., of New Jersey, Chairman of the House Labor Committee, introduced a bill which was passed by the House in April. This drastic strike-curb bill, while it contained some good points, was an extremist measure which would abolish the National Labor Relations Board and substitute a Labor-Management Relations Board. It would make illegal industry-wide strikes, the closed shop, jurisdictional and sympathy strikes, mass picketing, all strikes by government workers; deprive violating unions of their bargaining rights for one year, deprive unlawful strikers of their right to get their jobs back, make unions suable, require unions to make financial reports, and empower the President to obtain injunctions against strikes in interstate transportation, communications, or public utilities. . .

The bill was completely contrary to our national policy of economic freedom because it would result in more or less government intervention into the collective-bargaining process. Because of its legal complexities, the act would become a source of time-consuming litigation which would encourage distrust and bitterness between labor and management. The bill was neither workable nor fair. The Taft-Hartley Bill would go far toward weakening our trade-union movement by injecting political considerations into normal economic decisions. . . .

"The Senate overruled my veto on June 23, and the Labor-Management Relations Act of 1947 became the law of the land. I had done all within my power to prevent an injustice against the laboring men and women of the United States."

President Harry Truman

1. Why did Truman veto the bill?
2. What kind of congressmen over rode his veto, do you think?
3. Truman believed that the right to sue unions in court could be used as a delay tactic by employers to drag out proceedings and drain union resources. What do you think?

B. "The President criticizes every provision designed to make unions responsible. He criticizes the requirement that they file financial and other reports with the Department of Labor. . . .

"He attacks the provisions that unions may be sued for breach of collective bargaining agreements, on the ground that they should not be bothered with having to defend lawsuits regardless of what they do.

"He says they might be harassed by suits by an employer. Everbody else in the United States is subject to harassment by lawsuits. Why not unions? In any event, the purpose of this provision is to induce them to live up to their contracts, and if they do, few suits if any will ever be filed. . . .

"Because congress now gives him (the President) a carefully considered authority over such a strike, to attempt mediation, and finally, to conduct a strike vote when other remedies have been exhausted, he says the procedure will do more harm than good. . . .

"The Bill in no way interferes with the rights of the parties to bargain, in no way limits the right to strike if they fail to agree, except in the case of a nation-wide strike for a period of eighty days until an election can be held."

Senator Robert A. Taft

1. Why does Taft think unions should be subject to suits? Do you agree or disagree?
2. If unions should not break contracts, when could they strike? Would this place unions at an unfair disadvantage?
3. How did the Taft-Hartley Act help to make the federal government an "umpire" in disputes between labor and management? Do you agree or disagree with this step?

C. "Taft-Hartley attacks the very heart of the American trade union movement by restricting collective bargaining and legitimate organizing activities. . . .

"The right of workers to picket has been seriously challenged. The right to strike has been abridged and the right to vote in Labor Board elections has been denied strikers and turned over to strike breakers. Perhaps even more important, Taft-Hartley has enabled reactionary employers to oppose the organization of their employees with campaigns of subtle and open intimidation.

"If this were not enough, Taft-Hartley also makes possible endless and unnecessary delays in the functioning of the National Labor Relations Board. Following the old axiom saying that justice delayed is justice denied, some employers have made use of these antiunion devices to stall, harass, and ultimately defeat union organization.

"Strewn throughout the Act are these provisions and others aimed at restricting unionism. That Taft-Hartley has not destroyed the labor movement is true, but for its existence the labor movement owes no thanks to the law. That our nation's unions have survived under Taft-Hartley is a testimonial to their strength and to the determination of American workers to maintain their union organizations."

AFL-CIO Pamphlet

1. Why, according to this pamphlet, have unions survived the Taft-Hartley Act?
2. Why does the pamphlet say that "justice delayed is justice denied" in the case of strikes? Do you agree or disagree?
3. How, does the pamphlet claim the law will weaken unions? Do you agree or disagree? Why?

D. "We may hope that union labor, while not yielding in any way its unquestioned right to seek the repeal of this legislation through the election of new members of Congress favorable to such action, will nevertheless pay it the same respect that union labor quite properly asked of employers in the case of the Wagner Act when the measure took its place on the statute books a dozen years ago. Now that the immediate political necessity has passed for describing this law in such hysterical terms as "slave labor legislation," it may well be that union labor will find in it much that is useful and advantageous--for example, its reaffirmation of all the essential rights of collective bargaining and its relisting of "unfair labor practices" on the part of employers, outlawed under the Wagner Act and again outlawed now."

New York Times, June 24, 1947

1. Do you think this statement is antilabor? Why or why not?
2. Why does the writer think the law has been called "slave labor legislation"?

Conclusion

I (would - would not) have voted for the Taft-Hartley Act because _____

_____

_____

_____

Discovery Exercise

Lesson 58

IMPORTANT DATES IN LABOR - MANAGEMENT RELATIONS

1630-33	Maximum wages set in Massachusetts
1648	Boston Coopers and Shoemakers Gilds founded
1676	Bacon's Rebellion, Virginia, by indentured servants
1778	Successful strike of journeymen printers, New York City
1792	Philadelphia shoemakers from local union
1794	New York City typographers form local union
1806	Philadelphia shoemakers found guilty of criminal conspiracy for forming a union and striking
1827	Mechanics Union of Trade Associations formed at Philadelphia--the first recorded city central body
1828	Workingmen's party formed at Philadelphia
1829	Workingmen's party formed in New York City
1831	Slave insurrection in Virginia led by Nat Turner
1833	American Anti-Slavery Society formed
1834	National Trades Union formed in New York--the first attempt at a national federation of trades
	Locofoco party formed in New York
1836	New York Journeymen Tailors' Case: unionism again found to be an illegal conspiracy
1840	Ten-hour day established for federal employees by executive order of President Van Buren
1842	Commonwealth v. Hunt: Massachusetts Supreme Court holds labor unions not illegal conspiracies
1852	Typographical Union founded--the earliest national union to remain in permanent existence
1859	Iron Molders Union founded, largely by William Sylvis
1860	Successful strike of some twenty thousand New England shoemakers
1863	Slavery emancipation
	Brotherhood of Locomotive Engineers founded
1866	National Labor Union formed
1867	Knights of St. Crispin (shoemakers) formed
1868	Congress enacts eight-hour day for federal employees
1869	Knights of Labor founded at Philadelphia
1875	Conviction of "Mollie Maguires" for coalfield murders; ten hanged
1876	Workingmen's Party, later Socialist Labor Party, founded
1877	Railroad strikes in Philadelphia and elsewhere cause many deaths, use of federal troops
1878	Greenback Labor Party wins over a million votes in congressional elections
1879	Terence V. Powderly elected Grand Master Workman of Knights of Labor
1881	Federation of Organized Trades and Labor Unions founded
1882	First Labor Day celebration in New York City, on initiative of P. J. McGuire
1884	Federal Bureau of Labor established
1885	Foran Act forbids immigration of laborers on contract

U. S. HISTORY III

1886	Eight-hour movement: Haymarket bomb outrage (one policeman killed, others wounded)
	American Federation of Labor founded as successor to Federation of Organized Trades: Samuel Gompers elected president
1887	Seven Anarchists sentenced to death (five actually die) for Haymarket outrage
1888	International Association of Machinists founded
1890	United Mine Workers founded
1892	Strike at Carnegie Steel mills, Homestead, Pa.; twelve Pinkertons and strikers killed
1894	Pullman strike by Debs' American Railway Union, strike broken with injunctions, use of federal troops, Debs jailed for contempt
1898	Erdman Act passed, providing for mediation and voluntary arbitration on the railroads
	Holden v. Hardy: Supreme Court upholds Utah state law, limiting hours for miners
	U.S. Industrial Commission set up (final report 1901)
1900	International Ladies' Garment Workers' Union founded
1901	Amalgamated Association of Iron, Steel, and Tin Workers defeated in five-month strike against U.S. Steel Corp.
	Foundation of Socialist Party of America
1902	Anthracite coal strike: presidential commission appointed to arbitrate
1905	Industrial Workers of the World (I.W.W.) founded
1908	Danbury Hatters Case: Supreme Court holds a boycott to be in restraint of trade under the Sherman Antitrust Act (1890)
	Muller v. Oregon: Supreme Court upholds Oregon state law limiting hours for women workers
1909	National Association for the Advancement of Colored People founded
1911	Bucks' Stove and Range Case: Gompers held in contempt for promoting an unlawful boycott by publishing the company's name on an "unfair" list
	Triangle Waist Co. fire in New York (146 workers die) leads to establishment of New York Factory Investigating Commission
1912	U.S. Commission on Industrial Relations set up (final report, 1916)
	Textile strike at Lawrence, Mass., led by I.W.W., wins wage increases
1913	U.S. Department of Labor established
1914	Clayton Act limits use of injunctions in labor disputes
1915	La Follette Seamen's Act regulates conditions for seamen
1916	Federal Child Labor Law passed (declared unconstitutional in 1918)
	Adamson Act provides eight-hour day on railroads
	Gompers appointed to advise Council of National Defense
1918	National War Labor Board created
1919	Steel strike, defeated after three and a half months
1921	Duplex Printing Press v. Deering: Supreme Court reasserts injunctions for conspiracy in restraint of trade, despite Clayton Act
1922	Coronado Coal Case: Supreme Court holds labor unions suable for their officers' acts
	Herrin Massacre: miners in Southern Illinois kill twenty guards and strikebreakers
1924	Death of Samuel Gompers; William Green becomes president, A.F. of L.
1926	Railway Labor Act requires employers to bargain collectively and forbids discrimination against unionists

1932	Norris-La Guardia Act limits federal injunctions in labor disputes, makes "yellow dog" contracts unenforceable in federal courts
1933	National Industrial Recovery Act, section 7(a), guarantees rights of employees to organize and bargain freely
1935	N.I.R.A. declared unconstitutional; Wagner Act reaffirms section 7(a), establishes National Labor Relations Board
	Federal Social Security Act introduces unemployment insurance, old age benefits
	Formation of Committee for Industrial Organization (C.I.O.)
1936-37	Sit-down strikes help formation of C.I.O. unions in rubber, autos
1937	General Motors and U.S. Steel agree to bargain with C.I.O. representatives
	Wagner Act held constitutional by Supreme Court
	"Memorial Day Massacre": ten killed at Chicago in "Little Steel" strike, won by management
	C.I.O. unions expelled by A.F. of L.
	La Follette Committee reports on antilabor violence
1938	Fair Labor Standards Act establishes minimum wage, forty-hour week
	C.I.O. organized on permanent basis with John L. Lewis as president
1940	Lewis resigns as C.I.O. president, replaced by Philip Murray
1941	Ford recognizes Auto Workers
	Pearl Harbor: unions make no-strike pledge
1942	National War Labor Board establishes "Little Steel formula" for wage increases based on cost of living
1943	Roosevelt establishes Fair Employment Practices Committee to seek elimination of industrial discrimination
	Strikes cause federal take-over of mines, railroads
	Smith-Connally Act passed, restricting strikes and union political activities in wartime
1945	C.I.O. joins World Federation of Trade Unions
1946	Strike wave ends in wage increases of 18½ cents an hour. Mine workers win health and welfare fund
1947	Taft-Hartley Act, restricting union practices, passed by Congress, reinforced by state "right-to-work" laws
1949	A.F. of L. and C.I.O. help to form International Confederation of Free Trade Unions
1949-50	C.I.O. expels eleven Communist unions
1950	Korean War: A.F. of L. and C.I.O. form United Labor Policy Committee
1952	Death of Green and Murray; George Meany becomes A.F. of L. president; Walter Reuther becomes C.I.O. president
1953	A.F. of L. and C.I.O. approve "no-raiding" pact
	A.F. of L. expels International Longshoremen's Association for corruption
1955	Ford Motors accept principle of supplementary unemployment benefits in contract with Auto Workers
1957	A.F. of L. and C.I.O. achieve merger with Meany as president
	McClellan Committee begins hearings on Improper Activities in Labor and Management Field. AFL-CIO expels Teamsters, Bakery Workers and Laundry Workers for corruption
1959	Labor-Management Reporting and Disclosure Act passed by Congress
	Steel strike begins, July 15; resumption of work under Taft-Hartley injunction, November 9
1960	Steel strike ends, January 4, after concessions by employers

U. S. HISTORY III

1. Did the courts generally favor labor or management?
2. Has the American government and policy usually favored labor or management?
3. Have there been major turning points in prolabor v. promanagement feelings?

Lesson 59

CHANGE AND CHALLENGE

I. Change
   A. Growth of white collar workers
   B. Challenge of automation
   C. Even bigger business
   D. Role of government as referee
   E. Growth of services sector

II. Employer-Employee Relations Today
   A. Strikes by public servants
   B. Militancy and strikes among professionals
   C. Migrant workers' controversy
   D. Collective bargaining today

Problem

Are workers' organizations doomed to die or destined to expand into new areas?

a. Do workers need unions or strong organizations today?

b. What new developments are affecting the future of workers' organizations?

Activities for Subproblem a: Do workers need unions or strong organizations today?

Guest speakers:

1. Two workers---one in a union and one nonunion member to discuss "Do workers need unions today?"
2. A migrant worker or a welfare worker who works with migrant workers
3. Postal striker: 1970
4. Representative from professional organizations such as the Fraternal Order of Police, Oklahoma Education Association, American Bar Association, American Medical Association, and others to discuss "Ways their organizations try to improve their position and what they need to do."
5. Representative of Oklahoma State Building and Construction Trade Council

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Student reports:

1. Living and working conditions of migrant workers
2. Sanitation workers' strike in Oklahoma City: 1969
3. Postal strike: 1970
4. Caesar Chavez and the Grape and Lettuce boycotts
5. A police strike
6. Discrimination against women in wages and jobs
7. Minimum wage laws: protections and loopholes
8. Comparison of average wages between the United States and an industrial nation with few unionized workers
9. Effect of inflation on a fixed income
10. Comparison of average wages in states with right-to-work laws and states with strong union organizations
11. Distribution of incomes in the United States
12. Changes in the cost of living index

Displays:

1. Chart comparing the salaries of union and nonunion workers with the years of training required for their respective jobs.
2. Pie chart showing the percentage or portion of the population in the various income tax brackets.
3. Chart on changes in the cost of living index.
4. Picture or drawing of migrant worker.

Creative writing:

1. Newspaper report on conditions in a migrant worker's camp.
2. Interview a union official or an official for a professional organization and write the results into a newspaper article.

Dramatization and demonstration:

1. Meeting of migrant workers discussing the problems facing them in taking care of themselves and their families.
2. Tableaux on the poverty of the migrant worker.
3. Meeting of a group of discontented professionals considering the possibility of a strike such as teachers, policemen,or medical interns.
4. A merger of two companies takes place: Reorganization occurs and many executives are told they are no longer needed.

Buzz groups:

1. Do you think it is fair or unfair to permit profits of business to keep going up while wages for workers remain the same?
2. The American ideal of progress implies that conditions will continue to improve and get better. Do you believe that workers have a right to expect this?
3. Do you think the government can be relied upon to protect the interests of the worker in conflict situations between workers and management? Why or why not?

4. Do you think that professionals such as teachers, policemen, etc., have the same need for organizations to promote their welfare? Why or why not?
5. Do you think employers today are more willing to negotiate with workers and raise wages than in the past? Why or why not?
6. How can executives and managers protect themselves when their company is bought by another and they are fired?

Conclusion

I think workers (do - do not) need unions or strong organizations today because _____

_____

_____

_____

Activities for Subproblem b: What new developments are affecting the future of workers' organizations?

Guest speakers:

1. An IBM representative to discuss workers displaced by IBM and jobs created.
2. A representative of the American Federation of Government Employees to discuss the problems facing government workers and the growth of the number of government workers -- also Oklahoma City Fire Fighters' Association and National Association of Letter Carriers.
3. A representative of International Alliance of Theatrical Employees and Moving Picture Employees to discuss the growth of services sector of the economy in the entertainment field.
4. Representative from a business school on need for "white collar" skills today.

Student reports:

1. The decline in the number of textile workers since World War II.
2. Automation v. railroad featherbedding
3. Automation and the elimination of workers
4. Increases in the employment of women: in what occupations and why
5. Mergers and absorption of smaller companies by larger companies.
6. Kennedy and Johnson wage-price guidelines.
7. Growth of the cosmetic and beauty industry
8. New service industries: Diaper service, TV repair, air conditioning service, termite exterminators, men's hair stylists, mechanized bowling lanes, growth of ski resorts, synthetic wig industry, etc.
9. Report on a major company such as IBM or General Mills and the companies they now own.
10. Job Corps: Its program and purpose
11. Office of Economic opportunity

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Displays:

1. Drawings or pictures of farm machinery that have mechanized the agricultural industry and eliminated many farm workers.
2. Chart showing unemployment since World War II
3. Chart showing increases in white collar workers since World War II
4. Chart showing increases in employment in retail clerks since World War II
5. Chart showing growth in the patents taken on labor saving machinery
6. Pictures which illustrate the growth of the services sector of the economy (Note: Student report number 8 above)
7. Sign: "Automation is here to stay; are you?"

Class display activity:

1. Each member of the class could bring a magazine advertisement or picture of a new service or industry which is new since World War II (Note suggestions in question number eight under student reports)

Creative writing:

1. Robot workers of tomorrow
2. The Leisure Society: the age of the 3-day work week

Dramatization and demonstration:

1. An office manager informs the employees of an accounting department that due to the purchase of a new IBM machine, most of the workers will no longer be needed.
2. The President and his cabinet discuss what the government is going to do in the face of a nation-wide strike in a critical industry such as steel, rails, etc.
3. A Job Corp orientation session.

Buzz groups:

1. Do you think the government has the obligation to retrain workers who are put out of work because of automation? Why or why not?
2. Do you think the President has the right to prevent a nation-wide strike or lockout on the part of labor or industry?
3. Why do you think that women working as retail clerks have been slow to unionize in order to improve their wages?
4. Should the workers as well as the employers reap some of the benefits of increased productivity, etc., brought on by automation? Why or why not? How?
5. As automation continues and the number of laborers declines, do you think the bargaining power of unions will be affected? Why or why not?
6. Do you think that all workers should have their load reduced to a four day week in order to keep employment high?

Conclusion

New developments are affecting workers' organizations in the following ways:

_____

_____

_____

Overall Judgement

I think that workers' organizations are going to (die - expand) because

_____

_____

_____

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